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ABSTRACT

Activities in this guide are designed to help students of all ages become responsible citizens and participate as leaders to safeguard the liberties and freedoms of all citizens. Some of the activities can be adapted for use in language arts courses. The publication includes five areas in which students can be actively involved in citizenship and leadership or "respond" to--symbols and traditions; authority; courtesies, rules, and laws; citizenship; and choices. The activities in each section are arranged with lower level material at the beginning of each section progressing to ideas and activities for high school. Some examples of the wide range of activities suggested include the following. Students learn the Pledge of Allegiance using Indian sign language, do research on contemporary leaders, develop rules for order to be used in the classroom, invite a naturalized citizen to class to tell about his/her experiences in becoming a citizen, and participate in a voting campaign simulation. An extensive bibliography of student and teacher resources is included. (RM)

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A HANDBOOK FOR TEACHING
CITIZENSHIP AND LEADERSHIP, K-12

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Participate In An
AMERICAN
Partnership

1907

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1982

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Foreword

The State Department of Education provides.... An invitation to participate in Citizenship and Leadership. It has been developed as an aid to Oklahoma educators who are interested in preserving the traditions, heritages and rights for the future citizens of our country.

We hope this guide will be a resource tool for teachers to use in helping students of all ages to become responsible citizens and participate as leaders to safeguard the liberties and freedoms of all citizens.

We gratefully acknowledge and thank all those who contributed, both directly and indirectly, to the final product.

Leslie Fisher
State Superintendent
of Public Instruction

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State Textbook

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Introduction

This guide has been prepared to promote citizenship and leadership by

. . . focusing fresh attention on our national symbols
. . . encouraging appreciation for our country's heritage and traditions
. . . strengthening the knowledge that is at the heart of America's ideals of freedom and opportunity.

The attention given to the word RESPONDING has been deliberate. It is felt that each citizen should be involved actively in his/her citizenship. Citizens will partake in their citizenship only to the degree that they understand their rights and responsibilities.

This publication includes five areas in which citizens can respond to citizenship and leadership.

. . . RESPONDING TO SYMBOLS . . .

Our time-worn traditions should be as fresh for today's school students as they were for past generations. The symbols we recognize and know have remained because lives and time are invested in them. To treat lightly such symbols as the Liberty Bell or the Statue of Liberty is to disenfranchise students of a part of their rightful inheritance.

. . . RESPONDING TO AUTHORITY . . .

Our forefathers carefully mapped out a government, for the people, of the people, and by the people. We would be remiss if we did not teach each new generation of students the foundation upon which our country stands. Authority vested in elected leaders is one of our national heritages. Since we will deal with authority all our lives, it is necessary to know how to assume our rights and take our responsibilities as shown by those who have authority. Through knowledge every citizen can learn there is a way to change authority if they feel the need.

. . . RESPONDING TO COURTESIES, RULES, AND LAWS . . .

The laws and rules of our country are enacted to reflect existing circumstances. They have evolved to provide safety and protection, to establish justice and avoid conflict, and to promote order. We also have recognized courtesies which give direction for harmonious interaction among citizens of all ages. Students need to recognize that laws give us rights and exact penalties.

9

. . . RESPONDING TO CITIZENSHIP . . .

Citizenship is being a member. Involvement in citizenship, regardless of the way citizenship is acquired, is necessary. A citizenship which "responds" not only denotes the knowledge of duties, rights, and privileges but the acting upon that knowledge. Students can become "responding" citizens.

. . . RESPONDING TO CHOICES . . .

A citizentry must be informed to make realistic, wholesome choices. Students are always making decisions so it is important to guide them with the knowledge of several methods by which prudent decisions can be made. Hopefully, involvement in the decision-making process which shapes our society will help overcome the alienation many young people feel for their society. When a student sees how he can influence his own present and future by responding appropriately, he truly does belong -- he is a citizen -- and he has the tools to become a leader.

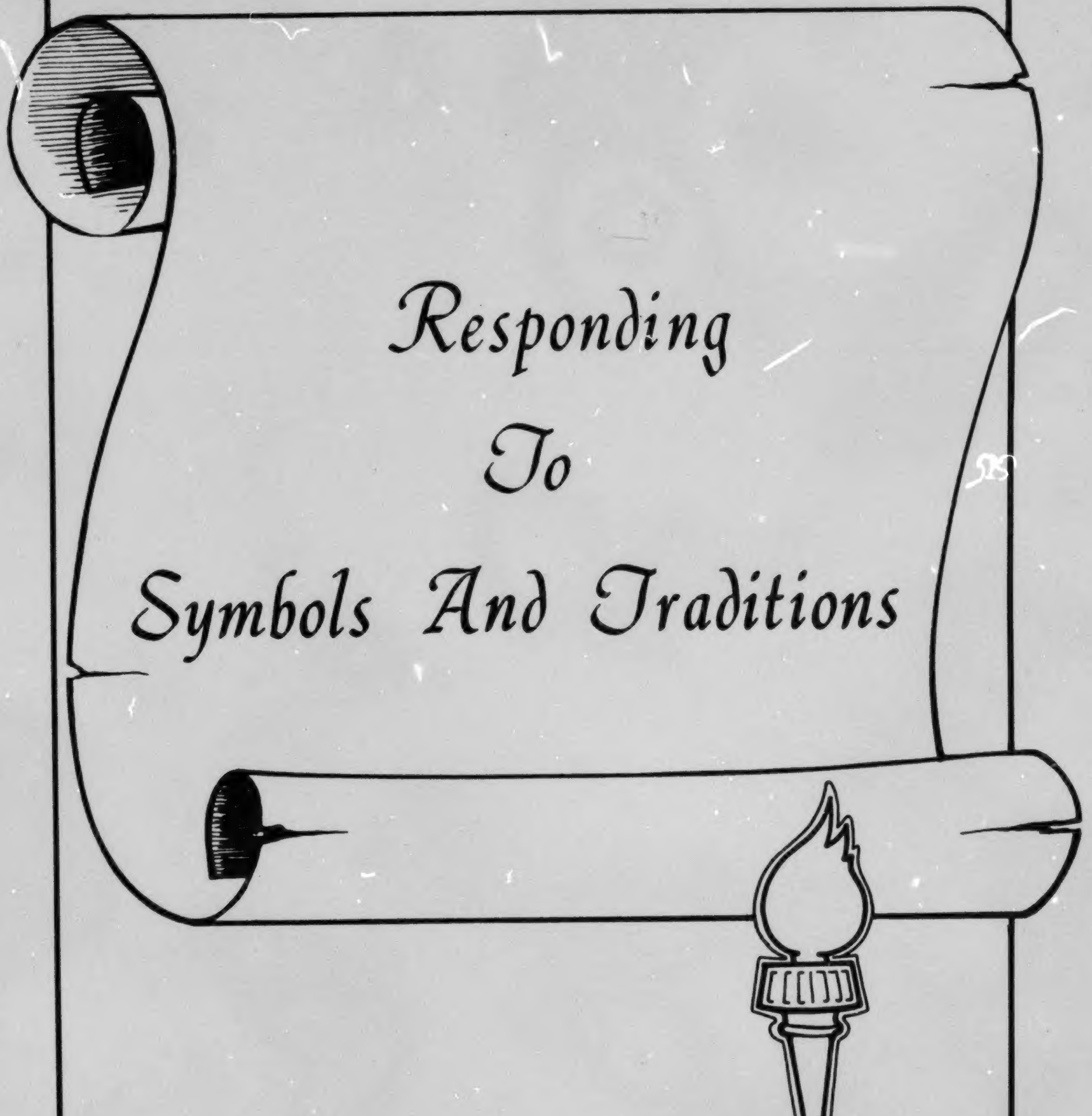
This guide is intended to be a valuable supplemental help to the teacher in the classroom. Units may be used in part or as a whole. The organization of the units makes it possible to use one discussion point or activity if that is the need.

Because this is an interdisciplinary approach, units are flexible. Some of the units are ideally suited to learning centers or individual study units. Learning center designs are included and sample contracts and report forms are in the Appendix. Although these units fit easily into social studies, an examination of activities will show that these are easily adaptable to language arts curriculum. A few activities even apply to math classes. Biographical information applies to any discipline.

The guide is arranged with lower level material at the first of each unit and progresses to ideas and activities for high school. No fine line of distinction exists between activities for different grade levels since many may be adapted for all.

Activities and illustrations may be reproduced as student worksheets or transparencies.

An extensive bibliography is included in the appendix.



Responding To Symbols And Traditions

RESPONDING TO SYMBOLS & TRADITIONS

. . . to promote citizenship through awareness of national symbols, their historical background, the traditions attached to them, and the proper etiquette and treatment of each . . .

A SYMBOL is something that stands for or represents another thing, especially in the sense of an object which is used to represent something abstract. For example, the dove represents peace. Many of our national symbols -- the Liberty Bell, Statue of Liberty, Uncle Sam, Capitol -- represent a whole complex of ideas. Yet no symbol acquires meaning on its own or of itself; meaning is invested through TRADITION, the handing down of stories, beliefs, and customs from generation to generation. In earlier times, these traditions might take on the force of unwritten law; in modern times, such traditions occasionally become a part of the written law (e.g. flag etiquette in part).

The following quote from Will and Ariel Durant's "The Lesson of History" demonstrates quite clearly why teachers must transmit to students a knowledge of our symbols and traditions:

> "As the sanity of the individual lies in the continuity of his memories, so the sanity of the group lies in the continuity of its traditions."

Obviously, this quote can be applied in a broad sense to all the traditions of American life. In this unit, we offer teaching ideas for applying this truth to a study of major American symbols and their attached traditions.

The secondary teacher may feel that students at this level do not need to be taught about such symbols, that surely they already know. Yet many will not even know the words to the Pledge of Allegiance. In 1977, Associated Press carried a story from Honolulu concerning what happened when 111 ninth-graders were asked to write the Pledge of Allegiance. Not one could do it correctly! Errors such as the following occurred:

> "under guard" for "under God"
> "in the visible" for "indivisible"
> "of richest stand" or "for Richard stand"
> for "for which it stands"

Twelve of the students could not even spell "America" correctly. Undoubtedly, a similar test in our own secondary classes would reveal similar ignorances.

Nonetheless, symbols have had historical and contemporary importance. American anger during the hostage crisis was fanned by abuse of our flag. Protesters of the sixties knew full well that abuse and parody of American symbols would enrage their opponents. These same symbols have been used to inspire and to rally American opinion. Few will forget the celebrations of the bicentennial. Even as early as 1848, Elizabeth Cady Stanton modified the Declaration of Independence to produce her "Declaration of Sentiments," a strong, dignified appeal for women's suffrage.

Political cartoons today rely upon an instant recognition of national symbols and an awareness of the meanings associated with them. Students ignorant of their meaning can hardly understand the complete significance of cartoons which show:

*** a man shaped like the globe jumping up and down on the American flag

*** a Statue of Liberty cradling a child labeled "Boat People" in her arms

*** a "No Vacancy" sign hung over the torch of the Statue of Liberty

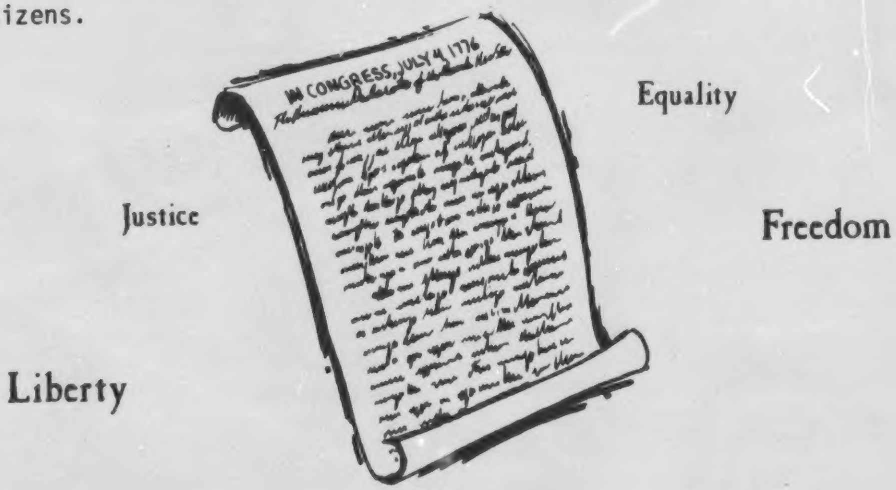
*** a spotlighted, empty rocking chair next to the Presidential seal

*** a caricatured "Mother" Liberty Bell with little Liberty Bells representing all races gathered around her

*** a glowing Uncle Sam holding tablets bearing the words "We, the People" out to masses of Third World peoples.

The simple placement of the Capitol outline lets a reader know that the cartoon deals with Congress.

We have a proud heritage, rich with symbols to represent our traditions, yet many students abuse these same traditions and symbols out of ignorance and indifference. Citizenship must come through knowledge, not force, and a knowledge of these and their continuity in American life will benefit our efforts to teach our students to be good citizens.



NOTES TO THE TEACHER:

1. Introducing this study: Although there are certainly many ways to begin such a study, some of the best ways are those which make students aware of their need to know. Some possibilities follow:

   A. Have students divide into small groups and brainstorm all the national symbols and traditions they can think of. Many groups will come up with more than we have covered in this unit; other groups will be stumped at three or four.

   B. Administer the "Do You Know?" quiz as a pre-test activity, page 19.

   C. Make a transparency of the Symbols Sheet, page 20. Have students discuss or write a short paper concerning the importance of symbols in everyday life. You might also go over the symbols pictured to see if students recognize all the symbols and if they attach common meanings to all of them.

   D. Before you begin your unit, have students collect commercial symbols and images. These could range from Ronald McDonald to the Prudential Rock. Put a large posterboard up on the bulletin board and let students paste up symbols as they find them. Once the collage is completed, hold a class discussion about why companies have chosen particular symbols, what qualities are associated with these symbols, and so on.

   E. Choose a highly symbolic poem for the group to read and discuss. Suggested poems might include William Blake's "Tiger," Oliver Wendell Holmes' "The Last Leaf," or "The Chambered Nautilus," or William Cullen Bryant's "To A Waterfowl". Discussion might lead to why a poet chooses to express ideas through symbols.

   F. Divide students into groups and have them brainstorm symbols in general. Have each group read off their list and record all different symbols on the board. Initiate further discussion by asking about chemical symbols, mathematical symbols, colors as symbols, literary symbols, traffic signs as symbols, language as symbols, and so on, until the idea of national symbols is finally introduced and thoroughly covered.

2. Using the Activities: Activities in this secondary unit can be used with younger students, and activities from the elementary unit may also be useful with lower secondary students. All secondary activities have a separate explanation to the teacher for individual activities. Worksheets have been provided in duplicable form and their location is specified in the teacher directions. Any answer keys needed have been included with the teacher directions.

    A. Use these activities as a week or two-week long unit on symbols.

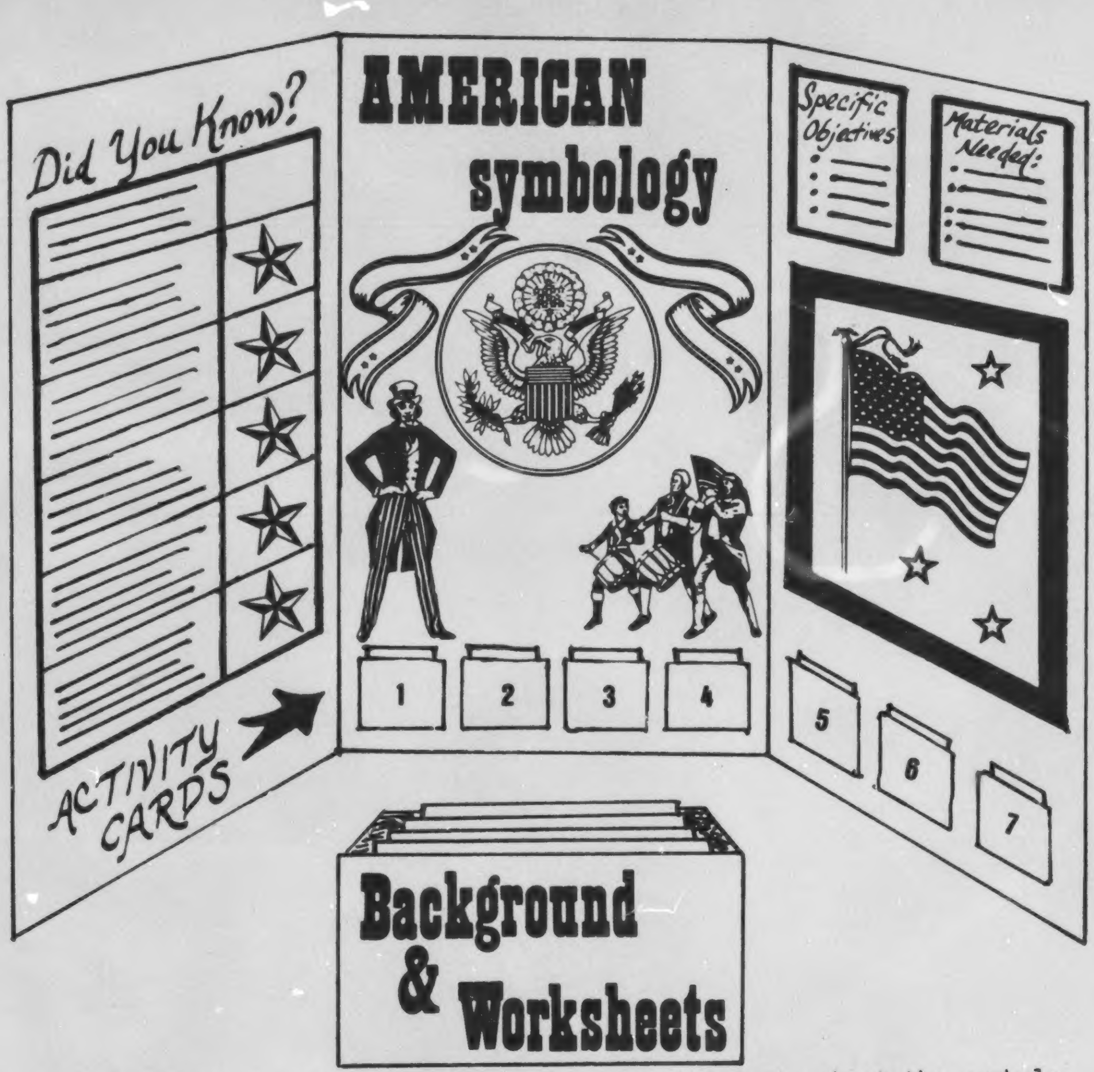
    B. Use these activities one at a time as they fit into your regular classroom activities.

    C. Use these activities as a separate learning center on symbols. An outline for such a possible use follows on the next page. You could use activities from other units as additional centers and rotate the students through the centers since these are independent units.

★ ★ ★

ANSWERS TO "Do You Know?"

1. E Pluribus Unum
2. seven
3. 46th; second from left on the bottom row
4. Liberty Enlightening the World
5. perhaps indirectly based on Samuel Wilson, a government meat inspector
6. one dollar bill
7. John Adams, second U. S. President
8. none
9. Will Rogers and Sequoyah
10. I pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with Liberty and Justice for all.

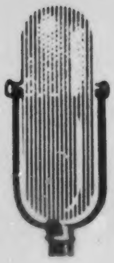


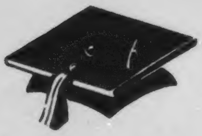
1. On the left panel, write in questions or statements about the symbols you want your students to study. Paste a picture of the appropriate symbol next to the related statement.
2. On the right panel, write in specific objectives and material needed. You could alter these instructions by just including directions and/or purpose of the center.
3. Select any seven activities from the many described in this unit. Write out the directions for the activities on activity cards and place in pockets on the center. Arrange activities in an order of ascending difficulty.
4. Color or symbol code activity cards to folders containing the background information and worksheets. For example, if Activity Card #1 is about the flag, draw a red flag on the card and on the folders in the box which are necessary to complete Activity #1.
5. For one of the activities, you may wish to assign the "Design It" activities. Index card designs have been included in the Appendix, page 609 . These "Design It" activities require knowledge of several symbols and could be used as a final "exam" over the center. There are 30 activities for creative expression listed.

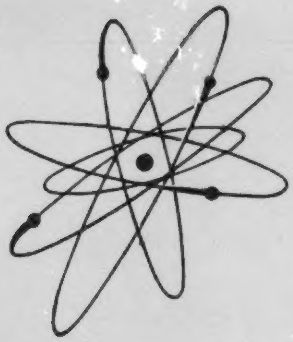
DO YOU KNOW?

DIRECTIONS: Answer each question as best you can.

1. What words appear on every United States coin?
2. How many red stripes are there in the United States flag?
3. Which star in the United States flag represents Oklahoma?
4. What is the real title of the Statue of Liberty?
5. Is Uncle Sam based upon a real person?
6. What common place can you find both sides of the United States seal?
7. Who was the first President to live in the White House?
8. How many living persons have had their portraits on United States postal stamps?
9. Which two Oklahomans represent our state in Statuary Hall?
10. What are the words to the Pledge of Allegiance? Write it out in the space provided below.







SYMBOLS

Pledge of Allegiance

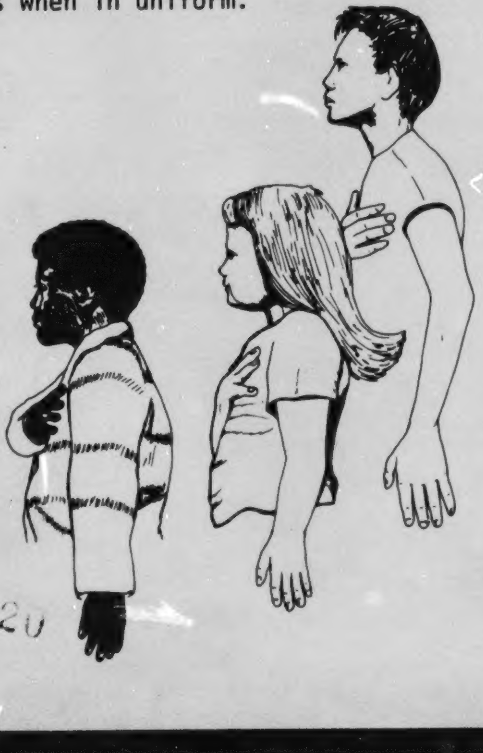
BACKGROUND INFORMATION:

Two staff members of a youth magazine, The Youth's Companion, published in Boston, worked together upon the wording of the pledge to the flag of the United States. This pledge, written by James B. Upham and Francis Bellamy, was used in the public schools in celebration of Columbus Day, October 12, 1892. The pledge received official recognition by Congress in an Act of June 22, 1942. In 1954 this pledge was amended to add the words "under God".

PROCEDURE:

In saluting the flag, one should face the flag and stand at attention with your right hand over your heart. If a boy or man is wearing a hat, he should remove it with his right hand and hold it at his left shoulder with his hand over his heart. The right-hand salute is given by all personnel of the armed services when in uniform.

I pledge allegiance to the Flag
of the
United States of America
and to the Republic
for which it stands
one nation under God
indivisible
with liberty and justice
for all.



THE EVOLVING OF THE PLEDGE OF ALLEGIANCE TO THE PRESENT DAY

The First Pledge

I give my hand and heart to my country, one nation, one language, one flag ---
Author unknown, said at public ceremonies in the 1800's

1892

I pledge allegiance to my flag and to the republic for which it stands - one Nation indivisible, with liberty and justice for all. --- Frances Bellamy & James Upham

1923

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.
--- National Flag Conferences of 1923 - 1924

1954

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
--- United States Congress

Two proposals were submitted in 1970 and 1971 to change the pledge, but the changes were not adopted. They read as follows:

---- I pledge allegiance to the Flag of the United States of America and dedicate myself to the principle that the Republic for which it stands shall be in truth one nation, under God, indivisible, dedicated to liberty and justice for all. --- James E. Allen, Jr.
Former U. S. Commissioner of Education

---- I salute the Flag of the United States of America by committing myself to the principle that the Nation for which it stands ever be indivisible and dedicated to liberty and justice for all. --- Dr. Whitney Smith, Jr., Director
Flag Heritage Foundation

PLEDGE OF ALLEGIANCE TO THE FLAG

. . . to promote good citizenship by directing children in the participation and purpose of the Pledge . . .

1. To develop student leadership, select a different child on a daily or weekly basis to lead in the saying of the Pledge.

2. The vocabulary of the Pledge should have meaning for the child. The following definitions should be helpful.

   Pledge - A promise, word of honor.

   Allegiance - Loyalty, being true, being devoted.

   United - All joined together.

   Republic - A nation in which the people elect or choose their leaders or ones to represent them.

   Nation - A large group of many different people who agree to live under one set of rules for the good of all.

   Indivisible - Cannot be divided or taken apart.

   Liberty - freedom, the right to make a choice.

   Justice - Fairness

3. To help young students understand the Pledge, read it in a simple form similiar to the following.

   "I promise to be loyal, true, and honest to the flag of my country, and to those who are elected by the people to make and enforce the rules. Our nation, made of a large group of people, under God, cannot be divided. We are free to make choices and our government tries to be fair to everyone."

4. Use the explanation found in #3 and develop a choral reading. For reproducible copy see page # 25 .

5. Students may use the Pledge of Allegiance as a handwriting assignment. A reproducible copy can be found on page # 27-28 . Both cursive and manuscript copies are provided.

   Students may practice calligraphy.

6. Have students learn the Pledge of Allegiance using Indian sign language to be demonstrated in assemblies, programs, etc. See page # 29-32 for reproducible copy.

7. To reinforce spelling of the vocabulary words use the worksheet, "Hunt-A-Word", found on page # 33 .

8. To aid in learning the definitions of the vocabulary words, use the crossword puzzle, page # 35 .

I pledge —

PLEDGE OF ALLEGIANCE

I PLEDGE . . .

I promise

ALLEGIANCE . . .

to be loyal, true, and honest

TO THE FLAG OF THE UNITED STATES . . .

my country

AND TO THE REPUBLIC FOR WHICH IT STANDS . . .

and to those who are elected by the people and for the people, to make and enforce the rules

ONE NATION . . .

my country, made of a large group of people

UNDER GOD, INDIVISIBLE . . .

cannot be divided

WITH LIBERTY . . .

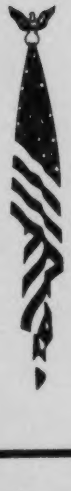
we are free to make choices

AND JUSTICE FOR ALL . . .

our government tries to be fair to everyone.

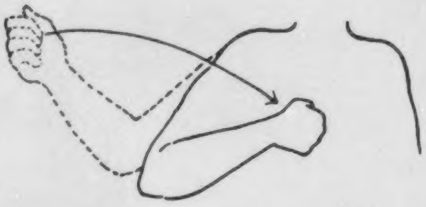
Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



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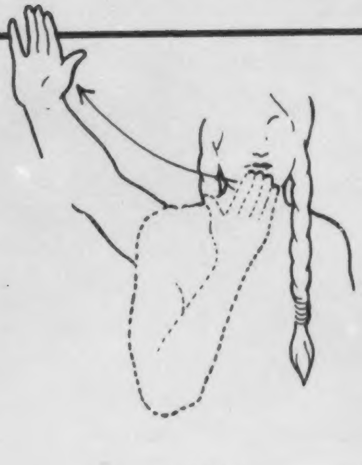
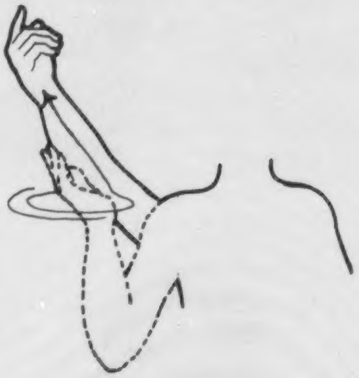


PLEDGE



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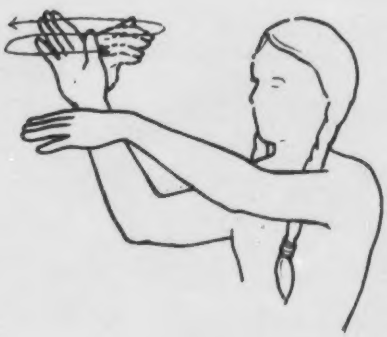
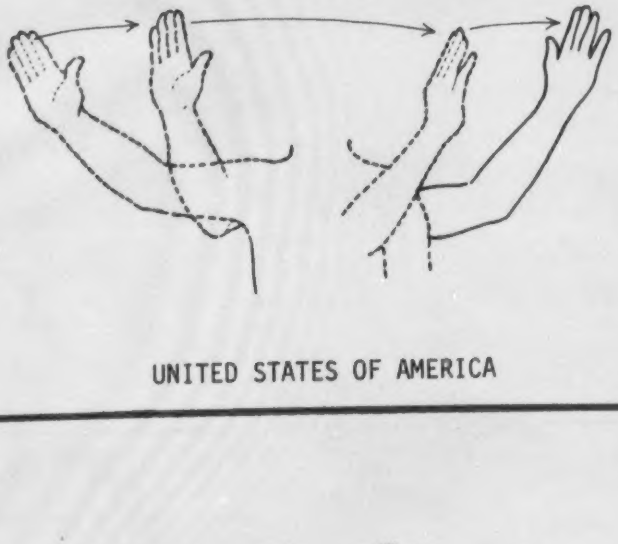
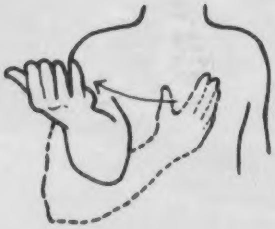


FLAG

(of the)



UNITED STATES OF AMERICA



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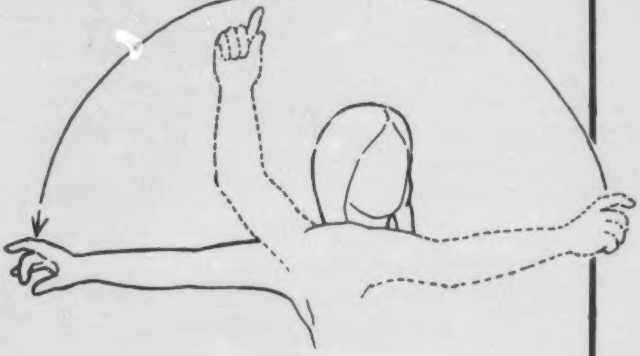
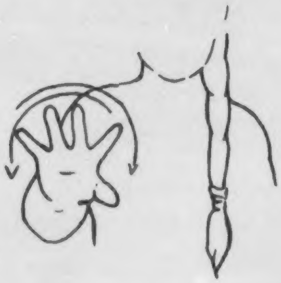


THE REPUBLIC



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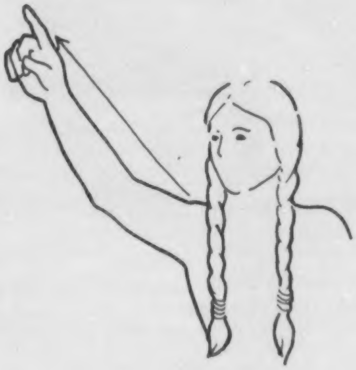

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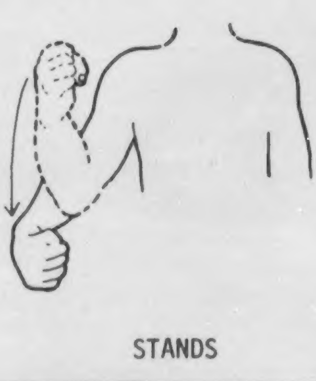

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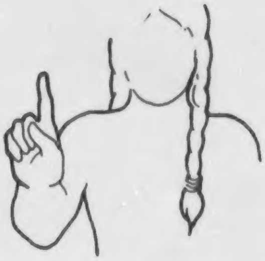

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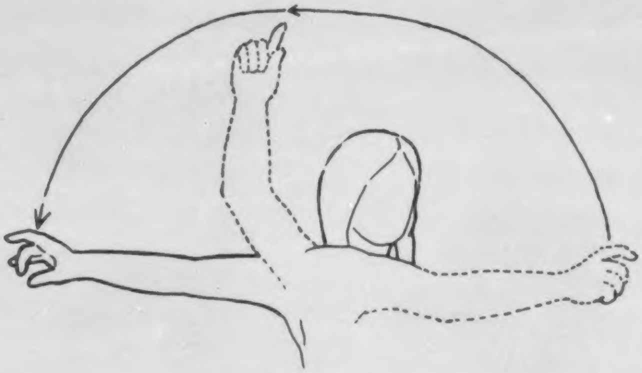

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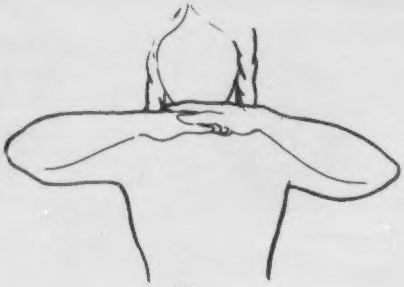
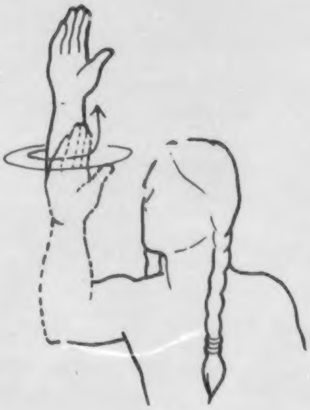


UNDER



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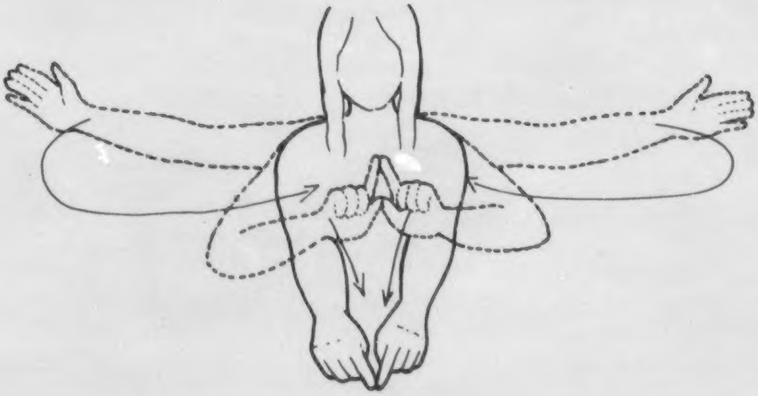

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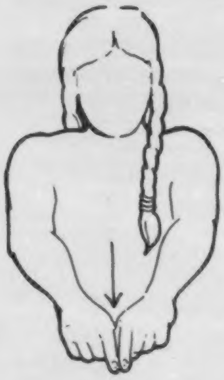
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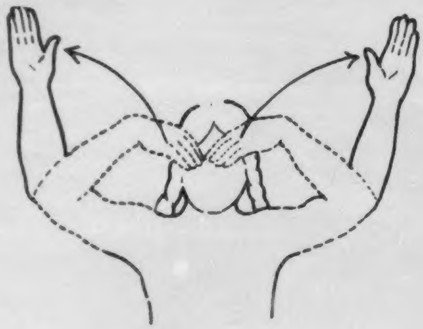
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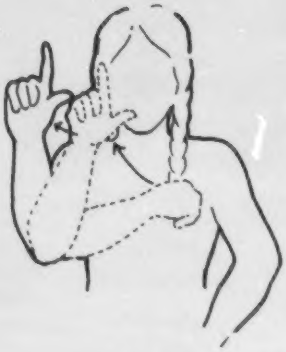
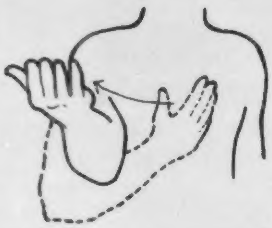

JUSTICE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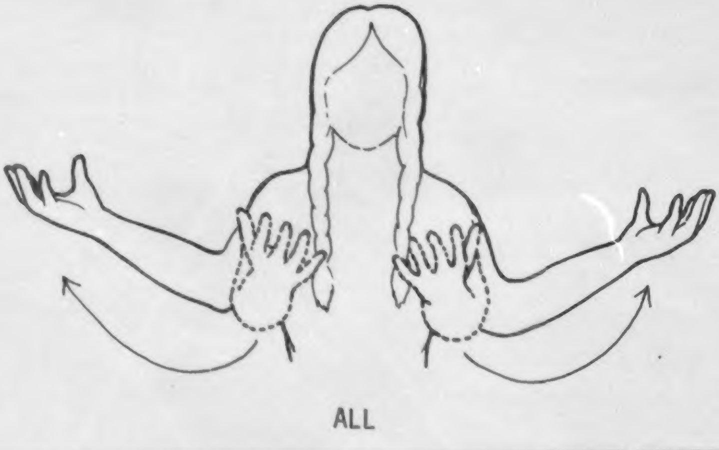
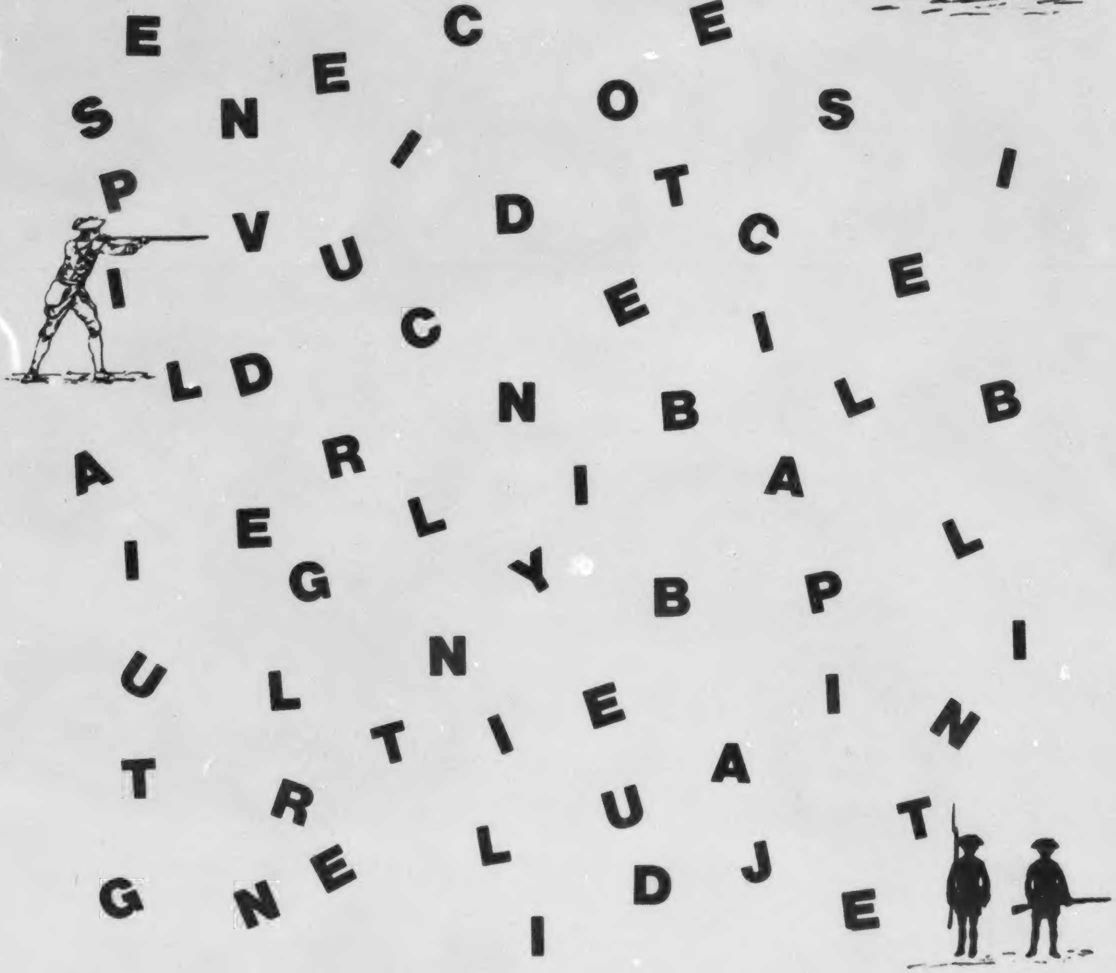

ALL

HUNT -- A -- WORD

Find the missing words to the Pledge of Allegiance.....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I

I ______________________ ______________________ to

the flag of the ______________________ States of America and to

the ______________________ for which it stands, one

______________________ under God, ______________________ with

______________________ and ______________________ for all.

PLEDGE OF ALLEGIANCE . . .

Directions: Match the correct word to the definitions found on page _37_.

★	1	🦅	★	2	🦅	★	3	🦅	★	🦅	★	🦅
🦅		★	🦅		★	🦅		★	🦅	★	🦅	★
★	4				5			🦅	★	6	★	🦅
🦅		★	🦅	🦅		★	🦅	★	7			★
★	🦅	★	🦅	★		🦅	★	🦅	★		★	8
🦅	9		10					★	🦅		🦅	
★	🦅	★		★		🦅	★	🦅	★		★	
🦅	★	🦅		🦅		★	11					
12	🦅	★		★		🦅	★	🦅	★	🦅	★	
13										★	🦅	
	★	🦅		🦅		★	🦅	★	🦅	🦅	★	
	🦅	★	🦅	★		🦅	★	🦅	14	★	🦅	★
	★	🦅	★	15								🦅
	🦅	★	🦅	★	🦅	★	🦅	★		★	🦅	★

PLEDGE OF ALLEGIANCE

★	1 F	★	★	2 O	★	★	3 U	★	★	★	★	★
★	L	★	★	U	★	★	S	★	★	★	★	★
★	4 A	M	E	R	5 I	C	A	★	★	6 U	★	★
★	G	★	★	★	N	★	★	★	7 O	N	E	★
★	★	★	★	★	D	★	★	★	★	I	★	8 L
★	9 J	U	10 S	T	I	C	E	★	★	T	★	I
★	★	★	T	★	V	★	★	★	★	E	★	B
★	★	★	A	★	I	★	11 P	L	E	D	G	E
12 N	★	★	T	★	S	★	★	★	★	★	★	R
13 A	L	L	E	G	I	A	N	C	E	★	★	T
T	★	★	S	★	B	★	★	★	★	★	★	Y
I	★	★	★	★	L	★	★	★	14 A	★	★	★
O	★	★	★	15 R	E	P	U	B	L	I	C	★
N	★	★	★	★	★	★	★	★	L	★	★	★

Down

1. flag
2. our
3. US/
5. indivisible
6. united
8. liberty
10. states
12. Nation
14. all

Across

4. America
7. one
9. Justice
11. pledge
13. allegiance
15. republic

DOWN

1. Cloth banner used as a symbol of our country.
2. Possessive pronoun of "we".
3. Abbreviation for United States of America.
5. That cannot be divided or broken up.
6. Joined together to form one.
8. To be free from control by others.
10. There are 50 of these that make up America.
12. Another name for country, an area where a group of people live under one government, etc.
14. Everyone, the whole country.

ACROSS

4. Another Name for the United States.
7. Being a single thing, a number.
9. The fact of being just and fair.
11. To promise.
13. Being loyal to one's country.
15. Government by the people and for the people.

PLEDGE OF ALLEGIANCE

PURPOSE: To teach students synonyms for words in the "Pledge of of Allegiance" and to teach differences between those synonyms.

NOTES TO THE TEACHER: With older students, you may wish to cover up (white-out or put tape over) the real words in the pledge. This makes the exercies more challenging.

PROCEDURE:

1. Duplicate the worksheet, "What's in a Word?", page 39 .
2. You may wish to make a transparency of the handout so that you can go over the directions and the vocabulary.
3. Have students choose appropriate words from each numbered list.
4. After the students fill in the blanks, have them write out a copy of their "pledge".
5. Have students read their selections aloud.
6. After students have completed the fill-in-the blank exercise, direct them to assignments A and B. Note that younger students may not be able to write a formal essay, but they can explain the differences between words. You may wish to explain connotation. This means the emotional meaning attached to a word. This can be demonstrated by putting the words below on the board and asking students to discuss the attitudes or emotions associated with the following grouped words.

   fat
   plump
   chubby
   large
   obese

   mansion
   home
   house
   domicile
   habitat

   smart
   clever
   ingenious
   intelligent
   wise

7. Older students can be expected to write a relatively formal paper for part B. Suggest that they group the words in their chosen column - perhaps by such categories as formal vs. informal words, positive vs. negative words, or specific vs. general words.

What's in a Word?

DIRECTIONS: Choose a word from the appropriately numbered list to go in each numbered space.

I (1)________________________ (2)____________________ to the

(3)____________________ of the United States of American and to

the (4)____________________________for which it(5)____________

one(4)______________________under God, (6)____________________,

with (7)________________________ and (8)____________________

for all.

(1)

- deposit
- vow
- honor
- hypothecate
- guarantee
- engage
- wage
- promise
- swear
- pledge

(2)

- loyalty
- duty
- devotion
- homage
- obedience
- fealty
- deference
- compliance
- submission
- allegiance

(3)

- banner
- pennant
- ensign
- standard
- emblem
- token
- image
- crest
- symbol
- flag

(4)

- sovereignty
- country
- state
- realm
- authority
- community
- people
- democracy
- republic
- nation

(5)

- represents
- endures
- means
- abides
- denotes
- betokens
- typifies
- symbolizes
- signals
- stands

(6)

- inseparable
- conjunctive
- corporate
- indissoluble
- merged
- fused
- blended
- conglomerated
- confederated
- indivisible

(7)

- freedom
- independence
- emancipation
- license
- autonomy
- nonintervention
- franchise
- rights
- liberation
- liberty

(8)

- fairness
- impartiality
- equity
- vindication
- legality
- due
- rightfulness
- legitimation
- square deal
- justice

A. Now examine the original version of "The Pledge of Allegiance". Did you choose the words in the official version? If so, explain why in a paragraph. If not, explain why not in a paragraph.

B. Although these words are synonymous, in a sense, does word choice make a difference? Prepare a paper which explains the difference between the words in one column above. For example, explain the different connotations associated with the words in column 2.

PLEDGE OF ALLEGIANCE

PURPOSE: To help the students understand the meaning of the abstract terms in the "Pledge of Allegiance".

NOTES TO THE TEACHER: It is very important to introduce the terms abstract and concrete prior to the exercise.

Abstract refers to ideas which are not tangible. They cannot be perceived by the five senses. Happiness, beauty, and truth are abstract. While we may be able to touch or see something "beautiful", for example, we cannot actually see or touch "beauty" itself.

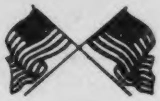
Concrete refers to things which are tangible. They can be perceived by the five senses. A painting, a pencil, or a song, for example, are concrete.

PROCEDURE:

1. Define and explain the terms abstract and concrete. Give several examples of abstract words.
2. Ask students to brainstorm abstract nouns as a class. As they call out abstract nouns, write them on the blackboard. Make suggestions as necessary to keep them going.
3. Now direct students to the worksheet titled, "Metaphorical Definitions," page 42.
4. Go over the directions with the students. Tell them they will be defining abstract terms by writing metaphorical definitions. This same sheet will be used for other exercises so you will need to tell them that they are required to define the following:

   allegiance liberty justice

   They should write these in the first three spaces. Each student should then pick any other abstract words from the brainstorming list on the board.



5. If students have trouble getting started, you might read them the following student-written definitions:

   "Security is a big, mean dog."
   "Fear is a knife at your throat."
   "Loneliness is going to a party and dancing with yourself."
   "Happiness is a circus full of clowns."
   "Kindness is eating your little sister's homemade cookies, even if they are burned."
   "Kindness is not telling someone their breath stinks."

   Keep reminding students to think of a specific thing or event that has made them feel fear or allegiance.

6. After everyone has written their definitions, you may want to have students share orally. Ask specifically for the three required words, but let students also read their other definitions.

   These definitions also make a nice bulletin board display. Since students are using concrete examples, they can usually draw a picture to accompany their definition.

METAPHORICAL DEFINITION

A metaphorical definition is a definition which helps make abstract or difficult words easier to understand.

A famous metaphorical definition is Charles Schultz's "Happiness is a warm puppy". He helps us understand what happiness means to him by telling us one specific concrete thing that makes him happy.

Happiness for you may be something very different. Maybe it's a raise in your allowance or a banana split. You tell us what you think is Happiness by writing a metaphorical definition.

Metaphorical Definition = Abstract Noun + is + Concrete Example

Now, your turn. Your teacher may require that you define some specific abstract words and choose others yourself.

1. Happiness is ______________________________
____

2. ____________________ is ____________________
____

3. ____________________ is ____________________
____

4. ____________________ is ____________________
____

5. ____________________ is ____________________
____

6. ____________________ is ____________________
____

7. ____________________ is ____________________
____

8. ____________________ is ____________________
____

9. ____________________ is ____________________
____

10. ____________________ is ____________________
____

REMEMBER: Be specific. Be concrete. Your concrete example must be something you can sense - taste, touch, smell, taste, or hear - with your five senses.

THE AMERICAN FLAG

BACKGROUND INFORMATION:

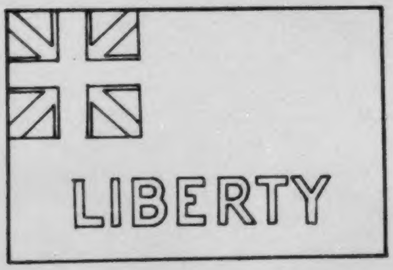
Flags are symbols and are among the oldest of the national standards of the world. These patterned pieces of cloth may represent countries, states, organizations or an important person, such as, the President or Secretary of State. There are many interesting stories behind the development of the design of many countries flags. One may use a special national symbol, a religious symbol, or a significant meaning in the development of the country.

DEVELOPMENT OF AMERICAN FLAG:

Many different flags were designed and flown during the American Revolution. Not until June 14, 1777, did the Continental Congress pass a resolution designating "that the United States flag be thirteen stripes, alternating red and white, that the Union canton (rectangular part of the flag on the upper left side) be thirteen stars, white on a blue field representing a new constellation".

Some of the flags in the history of the United States that tell of the development of our flag with fifty states are as follows:

TAUTON FLAG



This flag was raised at Tauton, Massachusetts, in 1774. It is the Red Union English flag, with the colonists adding the watchword of America.....the word LIBERTY. By changing this flag of England, the colonists showed their desire to become more independent.

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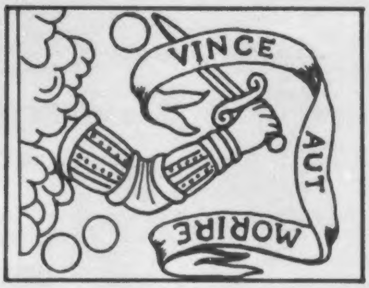
This flag has the word Liberty in white on a field of red, with the Union Jack of England in the upper left corner, using the crosses of St. George and St. Andrew on a small field of blue.

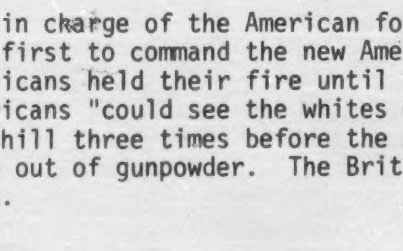


BEDFORD FLAG

This flag is one of the first flags of the American Revolution to be fired upon by the British troops. It was carried by the minutemen of Bedford, Massachusetts at Concord and Lexington on April 19, 1775. The flag shows an armored arm extending from a cloud, clasping a sword, with a ribbon scroll inscribed with the Latin words.....*Vince Aut Morire* (Conquer or Die). The three discs represent cannonballs. The battle of Concord and Lexington is described in a poem by

> *"By the rude bridge that arched the flood*
> *Their flag to April's breeze unfurled,*
> *Here once the embattled farmers stood*
> *And fired the shot heard round the world."*

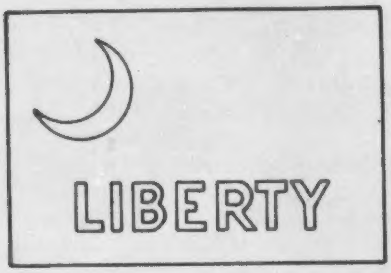
This flag has an armored arm clasping a sword extending from a cloud in white on a field of red. The cannonballs are white with the ribbon scroll in yellow with the black letters.



BUNKER HILL or PINE TREE FLAG

The pine tree, a symbol showing the great love the colonists had for the pine-clad hills of New England, was used on a number of flags during this period. This Pine Tree Flag was used at the Battle of Bunker Hill during the seige of Boston. William Green was in charge of the American forces at Bunker Hill. Artemas Ward was the first to command the new American Army. During this battle, the Americans held their fire until the British were so close that the Americans "could see the whites of their eyes". The British charged the hill three times before the Americans finally withdrew because they were out of gunpowder. The British claimed the hill, but at a great cost.

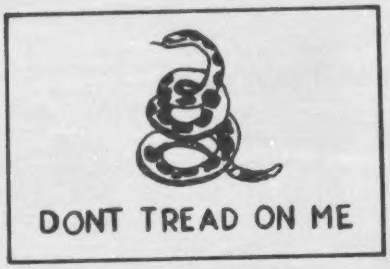
This flag is blue with the upper left corner white with a red cross and a green pine tree in the upper left quadrant, setting on the arm of the cross.



COLONEL MOULTRIE'S FLAG

On September 13, 1775, this flag was flown by Colonel Moultrie over Fort Johnson, South Carolina, and is said to be the first distinctly American flag displayed in the South. The design of the flag was for the blue uniforms of the soldiers and the silver crescents which the men wore on their caps. Later the word LIBERTY was added to this flag.

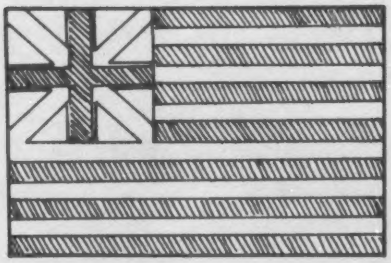
A crescent in the upper left corner and the word LIBERTY is in white on a blue field.



RATTLESNAKE FLAG

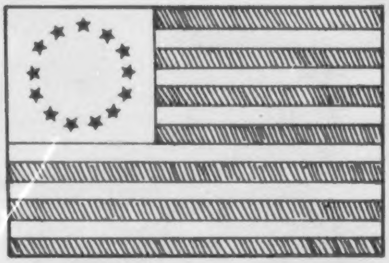
As the New England colonies chose the pine tree, the Southern colonies selected the rattlesnake as a symbol. It is believed that a rattlesnake was chosen because of an article written by Benjamin Franklin, where the rattlesnake was shown as a symbol of rendering a means of retribution for the wrongs toward America. The rattlesnake also symbolized how distinct and independent of each other the rattles are, but yet how firmly they are united together. Yet one rattle is incapable of producing a sound, but the ringing of thirteen rattles (colonies) together is sufficient to alarm the boldest man living. The rattlesnake was an emblem of vigilance, as "the snake never begins an attack, but once aroused, it never surrenders". There were three variations of this flag used by the Navy, and John Paul Jones used a rattlesnake on red and white stripes as the jack of the Navy.

This flag has yellow background with a rattlesnake centered with the words "DON'T TREAD ON ME", in black.



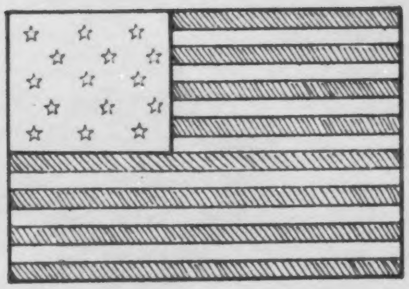
GRAND UNION FLAG

In 1775 the Continental Congress appointed a committee composed of Benjamin Franklin, Benjamin Harrison and Thomas Lynch to confer with General George Washington upon selecting a national flag. The Committee hoped that England and the colonies would soon be restored to peace, so they decided that the flag should be a combination of the English flag and the colonies flag. Along with the use of the Union Jack of England in the upper left corner, the colonies were indicated by thirteen stripes of red and white. This flag was officially raised by General Washington on January 2, 1776, at Cambridge, Massachusetts, as the standard for the Continental Army. It was our national flag until June 14, 1777. England referred to this flag as the "Rebellious Stripes".



FIRST STARS AND STRIPES

By 1776 the Navy was demanding that something should replace England's Union Jack in the Grand Union Flag. It is believed that Elizabeth "Betsy" Ross, widow of John Ross, had earlier suggested a circle of stars for the Navy flag. Records do show that she was reimbursed 14 pounds, 12 shillings and twopence (about $43) by the Pennsylvania State Navy Board for making "ship colours of thirteen stars in a blue field representing a new Constellation" on May 27, 1777. The Stars and Stripes, whose birthday we observe on June 14th, was the first flag authorized by the Continental Congress. On that date in 1777 they resolved. "That the flag of the thirteen stripes, alternating red and white; that the Union be thirteen stars, white in a blue field, representing a new constellation". A committee of George Washington, Robert Morris and a Colonel Ross asked her if she would make a flag after a design they showed her. It is said she made one suggestion, that of changing the six pointed star of English rule to the five pointed star of the French rule. This suggestion was accepted and the "Betsy Ross flag" was used until 1795 when two new states were added.



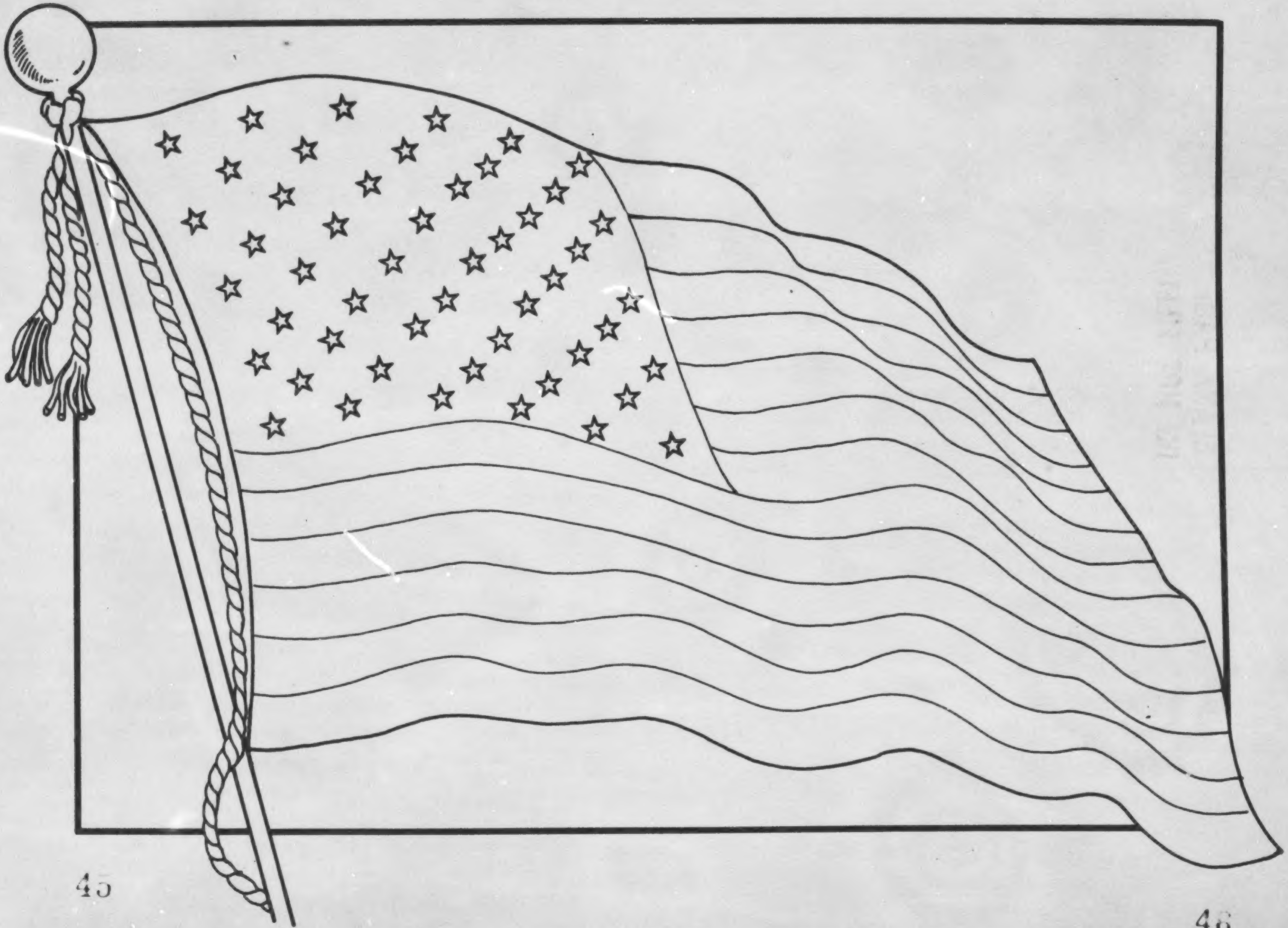
STAR SPANGLED BANNER

In 1795, two new states -- Vermont and Kentucky, were formed and Congress added fifteen stripes and fifteen stars to the flag. Fifteen stars staggered and fifteen stripes was the design of the flag that flew over Fort McHenry during the War of 1812. Francis Scott Key was inspired when seeing a glimpse of the Stars and Stripes still flying at dawn and wrote the words of the "Star Spangled Banner". It was also the flag flown by the man-of-war "Constitution" or as it was called "Old Ironsides". In 1818, Congress decided that if a new stripe was added for each new state, it would ruin the flag design. So Congress passed a law returning the flag to its original 13 stripes and add a new star for each new state that is admitted to the Union. The new star would be added on the Fourth of July following the admission of a new state. The design of arranging the stars was chosen by President James Monroe and other presidents have followed the pattern.

OLD GLORY

Since the first Stars and Stripes was made in 1777, stars have been added as new states entered the Union and are now totaling fifty stars. The number of stripes has been reduced to the original thirteen -- seven red and six white. The thirteen red and white stripes recall to us the history of that long and bitter struggle for eight years, in which the colonies stood side by side and fought for freedom; thus showing, "In Union there is strength". Each star in the flag is an emblem that records an event in the history of our country. The first thirteen stars represent the thirteen original colonies. The red stripes proclaim "courage" -- the white stripes proclaim "liberty" -- and the field of blue stands for loyalty. It can be said that the sun never sets on the Stars and Stripes and is seen throughout the world.

OLD GLORY -- A SYMBOL OF LIBERTY



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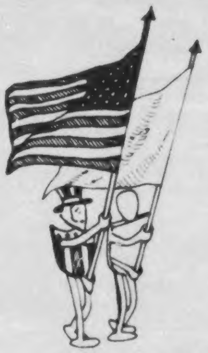
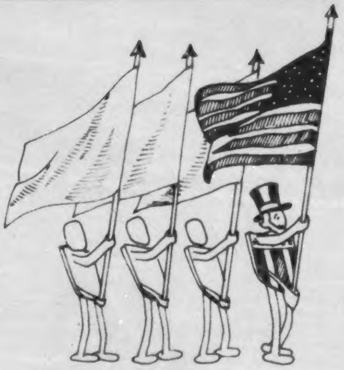
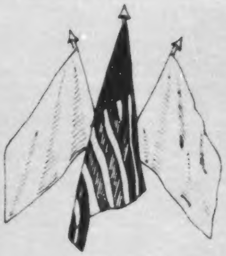


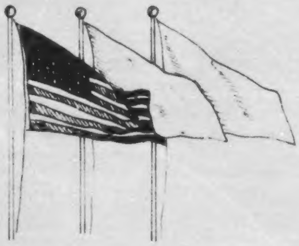
When carried in a procession with another flag or flags, the Stars and Stripes should be either on the marching right. . .



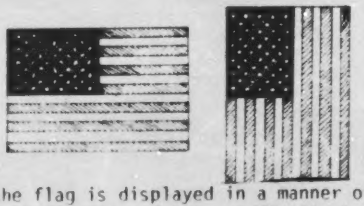
. . . or when there is a line of other flags, in front of the center of that line.



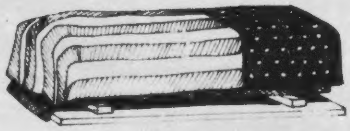
When a number of flags of states or cities or pennants of societies are grouped and displayed from staffs with our National flag, the latter should be at the center and at the highest point of the group.



When the flags of two or more nations are displayed they should be flown from separate staffs of the same height, and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



When the flag is displayed in a manner other than by being flown from a staff, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window it should be displayed in the same way, that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes or drapings are desired, bunting of blue, white and red should be used, but never the flag.



When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

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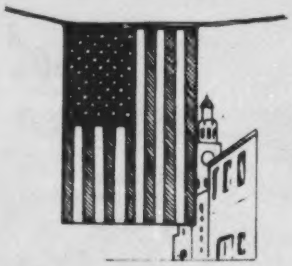
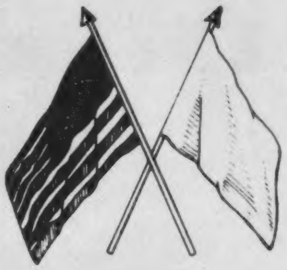
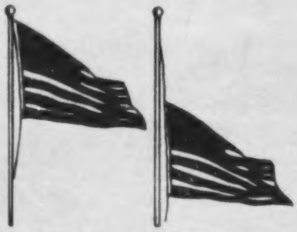


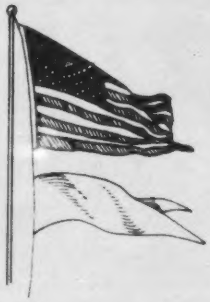
When displayed over the middle of the street, the flag should be suspended vertically with the union to the north in an east and west street, or to the east in a north and south street.



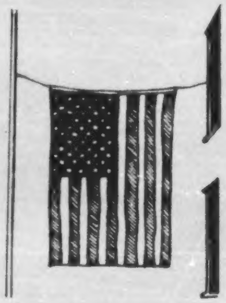
When displayed with another flag from crossed staffs, the flag of the United States of America should be on the right (the flag's own right) and its staff should be in front of the staff of the other flag.



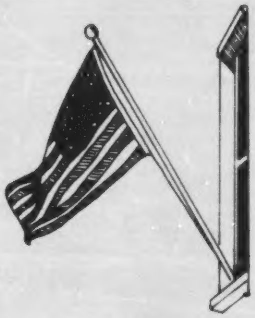
When it is to be flown at half-mast, the flag should be hoisted to the peak for an instant and then lowered to the half-mast position; but before lowering the flag for the day it should again be raised to the peak. By half mast is meant hauling down the flag to one half the distance between the top and the bottom of the staff. On Memorial Day display at half-mast until noon only; then hoist to the top of staff.



When flags of states or cities or pennants of societies are flown on the same halyard with the flag of the United States of America, the latter should always be at the peak. When flown from adjacent staffs the Stars and Stripes should be hoisted first and lowered last.



When the flag is suspended over a sidewalk from a rope extending from house to pole at the edge of the sidewalk, the flag should be hoisted out from the building, toward the pole, union first.



When the flag is displayed from a staff projecting horizontally or at any angle from the window sill, balcony, or front of a building, the union of the flag should go to the peak of the staff (unless the flag is to be displayed at half-mast).

FLAGS OF OKLAHOMA..

BACKGROUND INFORMATION:

The present-day Oklahoma State Flag was designed by Mrs. George Fluke and was adopted by the State Legislature on April 2, 1925. It has a sky-blue field with two peace symbols on the Osage Warrior buckskin shield - the Indian's symbol, a peace pipe or calumet, and the white man's symbol, the olive branch. This symbolizes the love of peace by a united people. There are six painted crosses on the shield depicting stars or lofty ideals. Eagle feathers fringe the circular shield. The word Oklahoma was added to the flag in 1941.

14 Flags have flown over the land that is now known as Oklahoma:

1st Flag: Royal Standard of Spain brought to Oklahoma by explorer, Coronodo, in 1541.

2nd Flag: The "Great Union: of Great Britain flew over most of Oklahoma when it was included in a wide strip of land known as Carolina - 1663.

3rd Flag: Royal Standard of France when Oklahoma was included in the land claimed by LaSalle, 1682, and later visited by de la Harpe in 1719.

4th Flag: Standard of the Spanish Empire when France gave this territory to them in the Treaty of Paris in 1763.

5th Flag: Standard of the French Republic ruled by Napoleon when Spain gave this territory to France in 1800.

6th Flag: United States bought this territory from France and the "Star-Spangled Banner", flag of 15 stripes and stars, flew over Oklahoma - 1803.

7th Flag: United States flag was changed to 13 stripes and 20 stars - 1818.

8th Flag: Flag of Mexico flew over the panhandle from 1821-1836.

★ ★ ★

9th Flag: Flag of the Republic of Texas flew over the panhandle, 1836-1839.

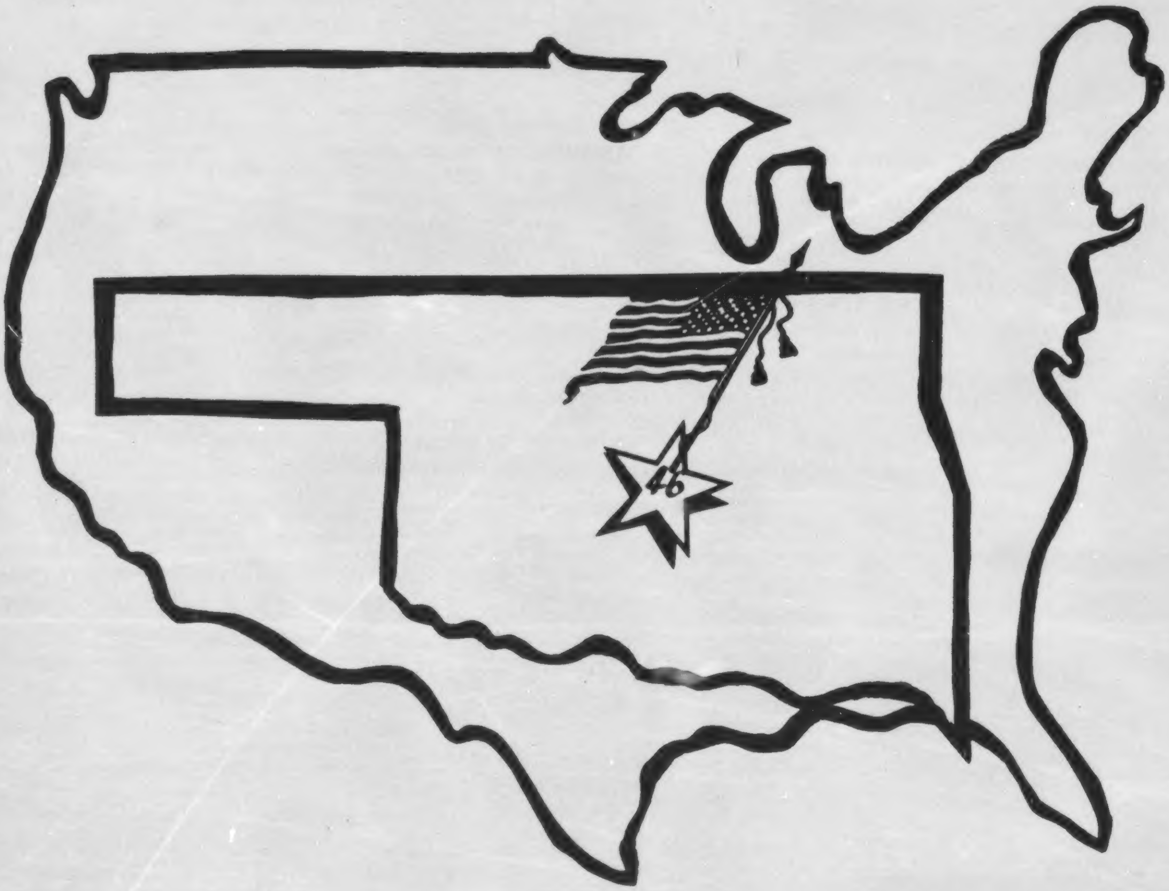
10th Flag: "Lone Star" flag of Texas was the new design and it flew over the panhandle until 1850.

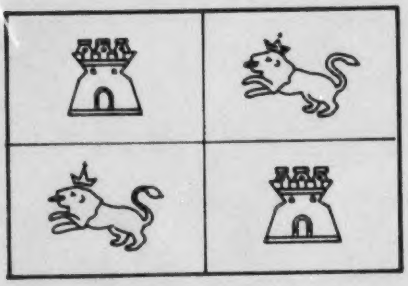
11th Flag: Choctaw Flag flew over the southeastern part of the state and was the only Indian nation that used a flag of its own, 1861-1907.

12th Flag: The Confederate Battle Flag flew over Oklahoma, 1861-1865.

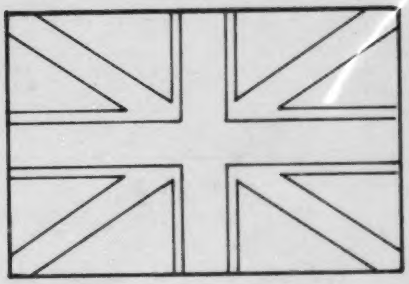
13th Flag: First Oklahoma State Flag was adopted by the State Legislature in 1911.

14th Flag: Present-day state flag.

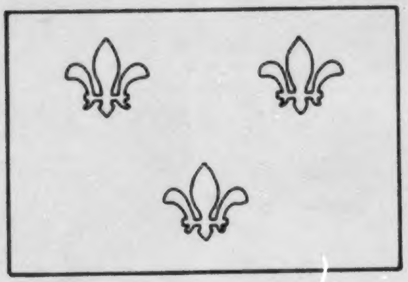




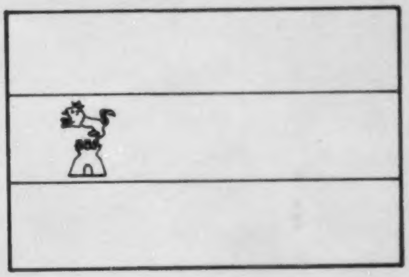
1541 Spain



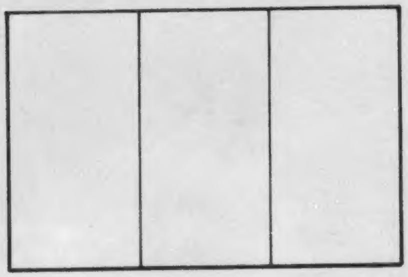
1663 Great Britain



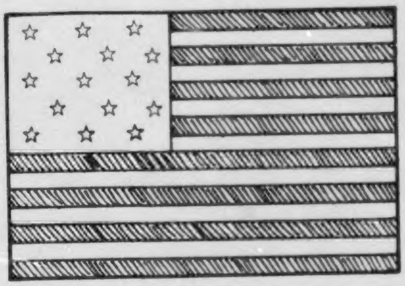
1682 France



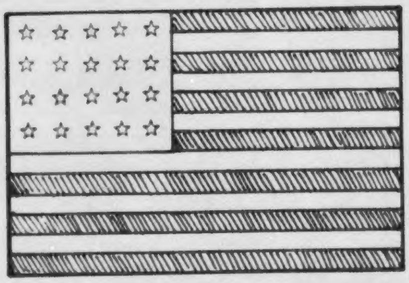
1763 Spain



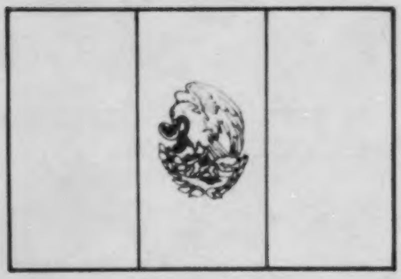
1800 France



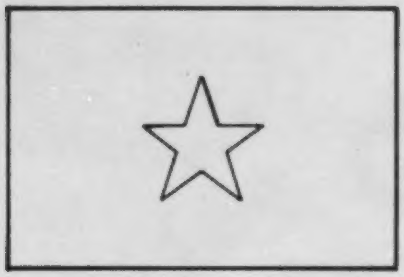
1803 United States



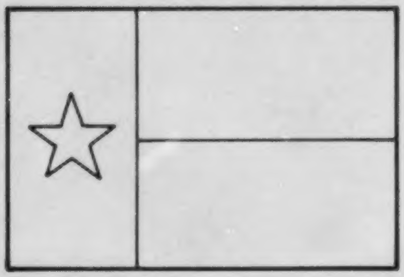
1818 United States



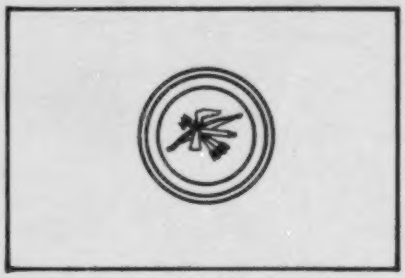
1821 Mexico



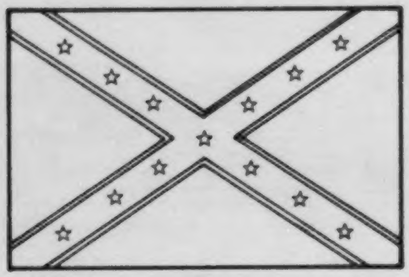
1836 Texas



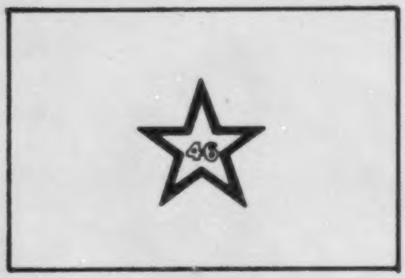
1850 Texas



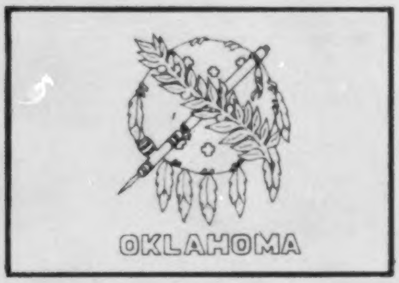
1861 Choctaw(1907)



1861 Confederate(1865)



1911 Oklahoma



Present Day

THE FLAG

. . . . to bring students the knowledge of the history, tradition, and etiquette of our flag to help them become better citizens . . . .

1. Students should become aware of the following concepts through teacher instruction and then discussion.

★ The flag is a symbol.

★ A symbol is something we can see that stands for, or means something which cannot be seen. That is, while our "nation" is concrete, we cannot see it all at one time. We can look at our flag and it stands for our entire country as a whole.

★ All flags are made in certain colors and designs to give them meaning.

★ The colors of our American Flag have meaning.

Red stands for courage -- not being afraid.

White stands for liberty -- being free to choose.

Blue stands for loyalty -- being true.

★ The stripes and stars have meaning.

The thirteen stripes stand for the thirteen original states.

Each star stands for one of our present states, which now number fifty.

2. Color a picture of the flag. See page # 49 .

3. Students design their own flag for "their" classroom, school city, state, or country.

   Each Student will register the name of his "make believe" entity with the teacher and proceed to design, draw, and color it. See appendix for flag to reproduce, page 587 .

4. See appendix for complete unit of study on Betsy Ross and the part she played in the history of the flag -- elementary.

5. Have a report on the flag that flew over Fort McHenry the night the "Star-Spangled Banner" was written.

6. Textured Flag

   Procedure: You will need red, white and blue corn meal and the flag pattern on page # 49 .

   A. Color the corn meal with blue dry tempra or food coloring. (If using food coloring -- put a few drops into container with corn meal and stir until color is evenly distributed throughout the meal.) Color the red meal in a similar manner. Use the white meal as is.

   B. Transfer the pattern to heavy paper, such as construction paper.

   C. Using a small paint brush, paint glue lightly on all red stripes. (The top stripe is red, and then alternate.) Shake red corn meal on stripes to be red. Allow time for corn meal to adhere and then carefully shake excess off the paper to save for later use.

   D. Allow red stripes to dry for a little while and then paint the blue field with glue and shake on the blue meal. Shake off the excess. Allow blue field to dry.

   E. Apply glue for the white stripes and shake on white meal.

F. When the blue field is dry, apply dots of thick white tempra for the stars.

7. The Lucky 13 Word Find.

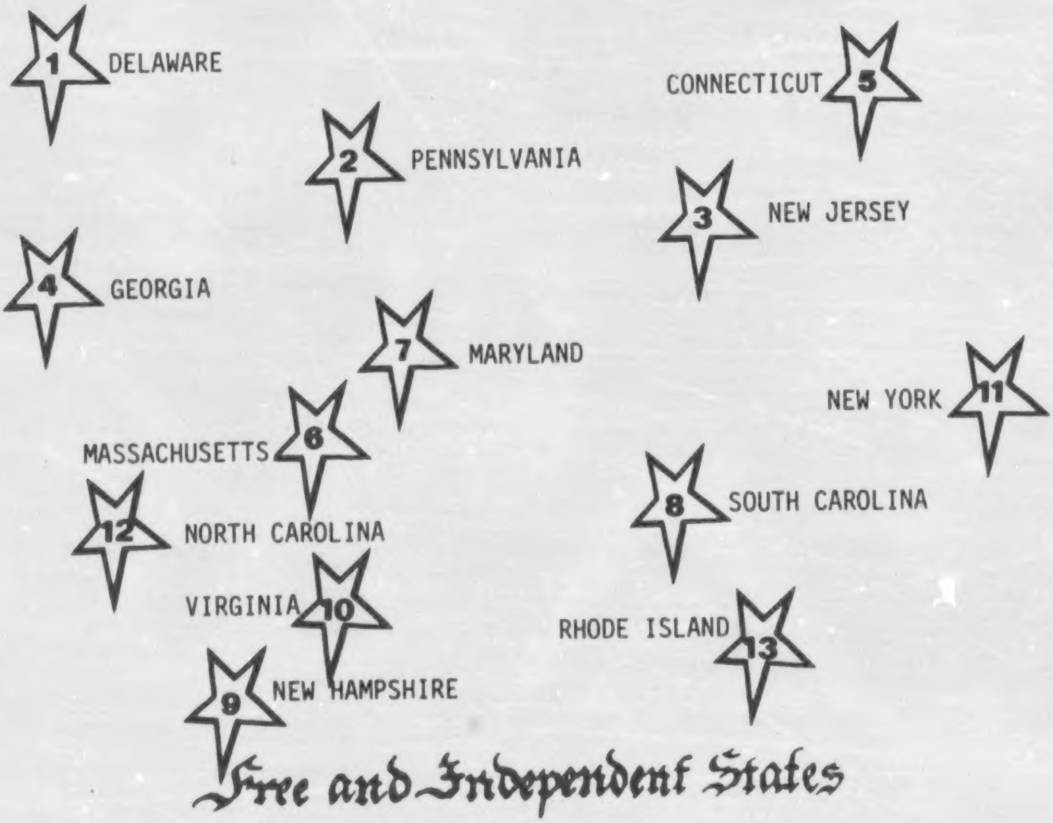
Find the original thirteen states that made up our country in 1776. See page # 61 for reproducible activity.

8. Have students do research on the historical flags and compile a booklet or a file-card collection. Older students may draw and color the flags correctly, or use the reproducible flags on page # 43-7 , along with their reports. Some students may be assigned to trace the flags that flew over Oklahoma. These may be found on page # 55-6 .

Lucky 13

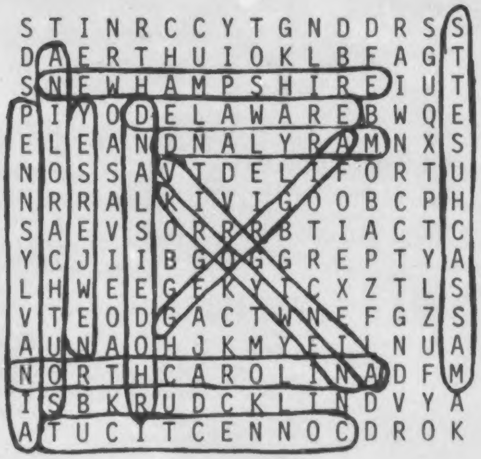
```
S T I N R C C Y T G N D D R S S
D A E R T H U I O K L B F A G T
S N E W H A M P S H I R E I U T
P I Y O D E L A W A R E B W Q E
E L E A N D N A L Y R A M N X S
N O S S A V T D E L I F O R T U
N R R A L K I V I G O O B C P H
S A E V S O R R R B T I A C T C
Y C J I I B G O G G R E P T Y A
L H W E E G E K Y I C X Z T L S
V T E O D G A C T W N E F G Z S
A U N A O H J K M Y E I L N U A
N O R T H C A R O L I N A D F M
I S B K R U D C K L I N D V Y A
A T U C I T C E N N O C D R O K
```

Find the original thirteen states that made up our country in 1776.


1 DELAWARE
5 CONNECTICUT
2 PENNSYLVANIA
3 NEW JERSEY
4 GEORGIA
7 MARYLAND
11 NEW YORK
6 MASSACHUSETTS
8 SOUTH CAROLINA
12 NORTH CAROLINA
10 VIRGINIA
13 RHODE ISLAND
9 NEW HAMPSHIRE

Free and Independent States

Key to Lucky 13 Word Find



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S T I N R C C Y T G N D D R S S
D A E R T H U I O K L B E A G T
S N E W H A M P S H I R E I U T
P I Y O D E L A W A R E B W Q E
E L E A N D N A L Y R A M N X S
N O S S A V T D E L I F O R T U
N R R A L K I V I G O O B C P H
S A E V S O R R R B T I A C T C
Y C J I I B G O G G R E P T Y A
L H W E E G E K Y I C X Z T L S
V T E O D G A C T W N E F G Z S
A U N A O H J K M Y E I L N U A
N O R T H C A R O L I N A D F M
I S B K R U D C K L I N D V Y A
A T U C I T C E N N O C D R O K
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57

THE UNITED STATES FLAG

PURPOSE: To initiate individual research and thought about the American flag and its traditions.

PROCEDURE:

1. Duplicate the handouts on the background of the flag or place a copy in a resource file.
2. Tell each student that he will be responsible for designing and planning the program for a Flag Day assembly. The actual program will be one page of 8½" x 11" paper folded. Each program must include a colorful cover, list of speakers and topics, and listing of music. Each program should also include a few appropriate quotes or inspirational statements. Each program should be typed or neatly printed exactly as it would appear if distributed for the actual program.
3. Once all programs are completed, display them on the bulletin board as a resource for the next activity.

58

THE UNITED STATES FLAG

PURPOSE: To familiarize students with flag etiquette and history.

NOTES TO THE TEACHER: Most students are unaware of proper flag etiquette and one of the best ways to teach this is through an actual demonstration. You may wish to contact outside sources or to have students within your class actually learn how to display the flag and give a demonstration performance and speech. The booklet, "How to Respect & Display Our Flag," available from your local Marine Recruiting Office is an excellent source. You may wish to actually use some of the programs designed in the previous assignment.

PROCEDURE:

1. Duplicate and distribute the background information on the flag. Have students read over it.

2. Divide students equally into the following groups:

   QUOTATION RESEARCH
   FLAG ETIQUETTE AND CUSTOMS (perhaps a larger group)
   HISTORICAL AMERICAN FLAGS
   STATE FLAGS (concentrating on Oklahoma's)
   LITTLE KNOWN FLAG FACTS
   COORDINATION AND DIRECTION

3. Tell students that they will present a 30-minute program for Flag day. They are to assume that the audience knows practically nothing about the flag. They will be responsible for producing a program which is informative, inspirational, and attractive. They will be responsible for all props, costumes, and music. Inform the Coordination and Direction group that they are in charge (naturally having chosen the students best suited to this role for this group). Turn the planning over to this group, offering any necessary guidance, but letting the students direct the program itself.

4. If at all possible, actually present the program. It it cannot be given on Flag Day, it might still make an appropriate program for other holidays or for a parent organization.

THE UNITED STATES FLAG

PURPOSE: To familiarize students with flag appearance and symbolism.

NOTES TO THE TEACHER: This activity makes an easy research set for a learning center or for independent study also.

PROCEDURE:

1. Locate a set of "Flags of the United States" and/or "Flags of the World" stamps. These cost about 40¢ and are available anywhere stamp collecting materials are sold. Tear these apart and place each stamp on a separate index card. Laminate if you wish to keep and use again.

2. Give each student a flag card. Tell each student that he/she will be responsible for preparing a poster illustrating his/her flag and telling what the various images on the flag stand for. (You may wish to limit poster size to 9" x 14" or a similarly small size so that all can be displayed.)

3. Give students an opportunity to research their flags in the library. Most encyclopedias give the meaning of the flag symbols under the entry for the state or country.

4. Once posters are completed, you may wish to have each student give a short talk about his/her flag, or merely to display all posters on the bulletin board.

THE UNITED STATES FLAG

PURPOSE: To require that the student demonstrate his knowledge of flag symbolism by developing his own flag.

PROCEDURE:

1. Once students have studied flags, they are ready to demonstrate their own ability to develop a symbolically meaningful flag. You may wish to assign students specific organizations for which to design flags or to let them choose their own. For instance, flags could be developed for the school band, pep club, chess club, and so on. You might have them design a senior flag or an English department flag.

2. You may wish to allow students to work in small groups and require that they actually produce the flag -- either with an appliques or embroidered or painted design, but a real flag which can actually be used by the school.

3. To help students plan, you may wish to duplicate the flag form on page 49 .

STAR-SPANGLED BANNER

(National Anthem)

BACKGROUND INFORMATION:

"The Star-Spangled Banner" was written by Francis Scott Key and is sung to music composed by John Stafford Smith. In March, 1931, Congress officially approved the song as the national anthem. The Army and Navy had long recognized it as the national anthem, even before Congress adopted it. It was ordered played by the military services in 1916 by Woodrow Wilson.

During the War of 1812, the Birtish forces took prisoner William Beanes of Maryland and held him on a warship in Chesapeake Bay. Two Americans received permission from President Madison to talk to the British in an effort to have Beanes released. The men were Francis Scott Key, a lawyer, and John S. Skinner. Key and Skinner boarded the warship just as it was preparing to bombard Fort McHenry, a fort protecting the city of Baltimore. The British agreed to release Beanes. But they held all three men on a U. S. prisoner-exchange boat at the rear of the British fleet until after the battle ended, so they could not tell the British plans to patriots on shore.

The bombardment started on Sept. 13, 1814, and continued all that day and almost all night. Key and his friends knew that Fort McHenry had little to defend it. The prisoners worried all night. Even when dawn came, they did not know who had won the battle because the smoke and fog were so thick.

At 7 o'clock, a break in the mist cleared the view for a short time and they saw the American flag still flying over the walls of the

Fort. Key was so excited that he wanted to express his feelings. He pulled an old envelope from his pocket and started writing. He wrote most of the words of the song in a few minutes. Later that day the British released the Americans, and Key returned to Baltimore, where he finished the song. Key made three copies - one is in the Library of Congress, another in the Pennsylvania Historical Society and the third is in the Maryland Historical Society.

The poem was printed on handbills the next day and distributed in the city. Actor Ferdinand Durang sant "The Star-Spangled Banner" in Baltimore a few days later. He used an old melody with which Americans were familiar. It was a political song named "Adams and Liberty". This marked the first public performance of the anthem. It became popular and three months later was played during the Battle of New Orleans.

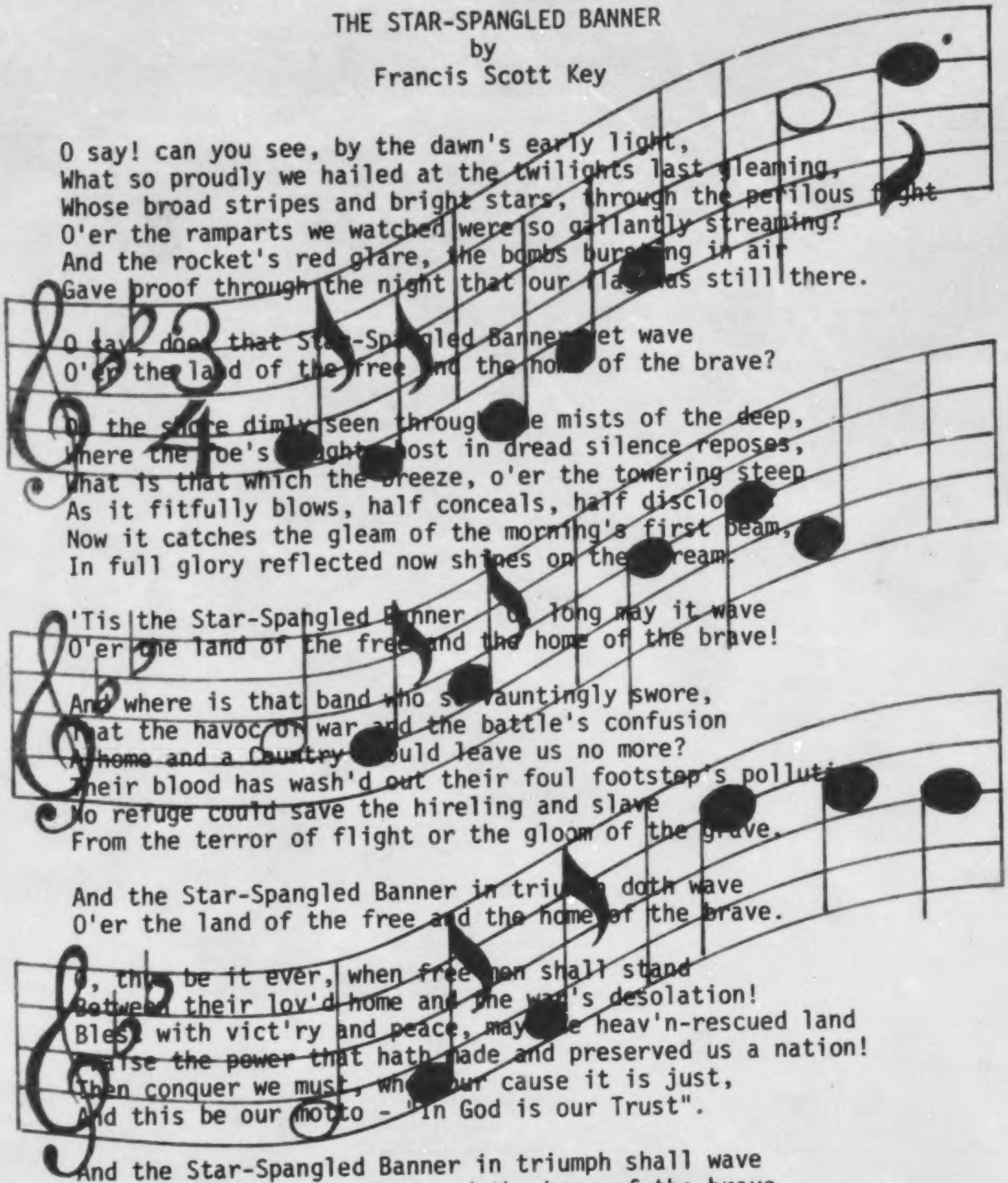
The United States flag flies continously over Key's grave at Frederick, Maryland, and over Fort McHenry by government permission.

The flag that flew that night was made by the Widow Pickergill and her daughter, Caroline. The flag with its 15 stars is 42 feet by 30 feet in size. It now hangs in the History and Technology Building of the Smithsonian Institute in Washington, D. C.

On March 3, 1931, President Herbert Hoover signed the bill that made "The Star-Spangled Banner" our official national anthem.

BEST COPY AVAILABLE

THE STAR-SPANGLED BANNER
by
Francis Scott Key



O say! can you see, by the dawn's early light,
What so proudly we hailed at the twilights last gleaming,
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air
Gave proof through the night that our flag was still there.

O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.

'Tis the Star-Spangled Banner - O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a Country should leave us no more?
Their blood has wash'd out their foul footstep's pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave.

And the Star-Spangled Banner in triumph doth wave
O'er the land of the free and the home of the brave.

O, thus be it ever, when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto - "In God is our Trust".

And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

STAR-SPANGLED BANNER

. . . . to make students aware of the national anthem,

its history and the proper response to it . . . .

1. Discuss with students. . .

   a. what is an anthem? (a song which calls for a response of praise or respect)

2. Discuss with the students the historical significance of this poem and its being sung to music.

3. Students at the appropriate age level may memorize and recite this poem.

4. Develop anthem as a choral reading using variations of all verses or stanzas.

5. Students may do creative writing and research by assuming the personification role of the flag in completing these statements:

   a. Where were you (flag) standing that night (use first-person "I")?

   b. Describe the scene the night Francis Scott Key wrote the poem. (use first-person "I")

   c. Where are you (flag) now and what do you see? (use first-person "I")

   d. Describe yourself (use first-person "I").

   e. Draw the flag Francis Scott Key wrote about that night.

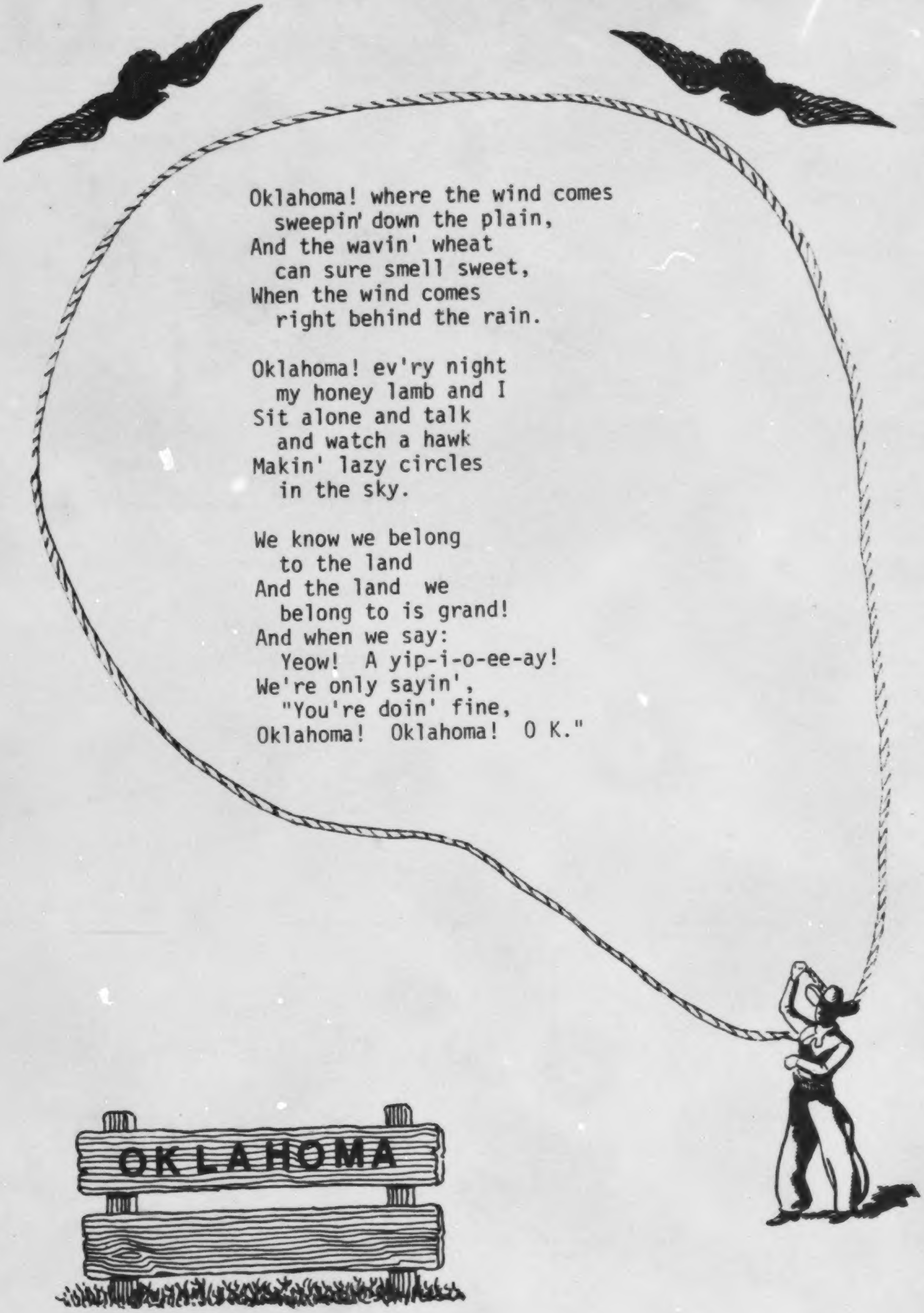
6. Students may do biographical report on Key and use the color sheet on page # 72 .

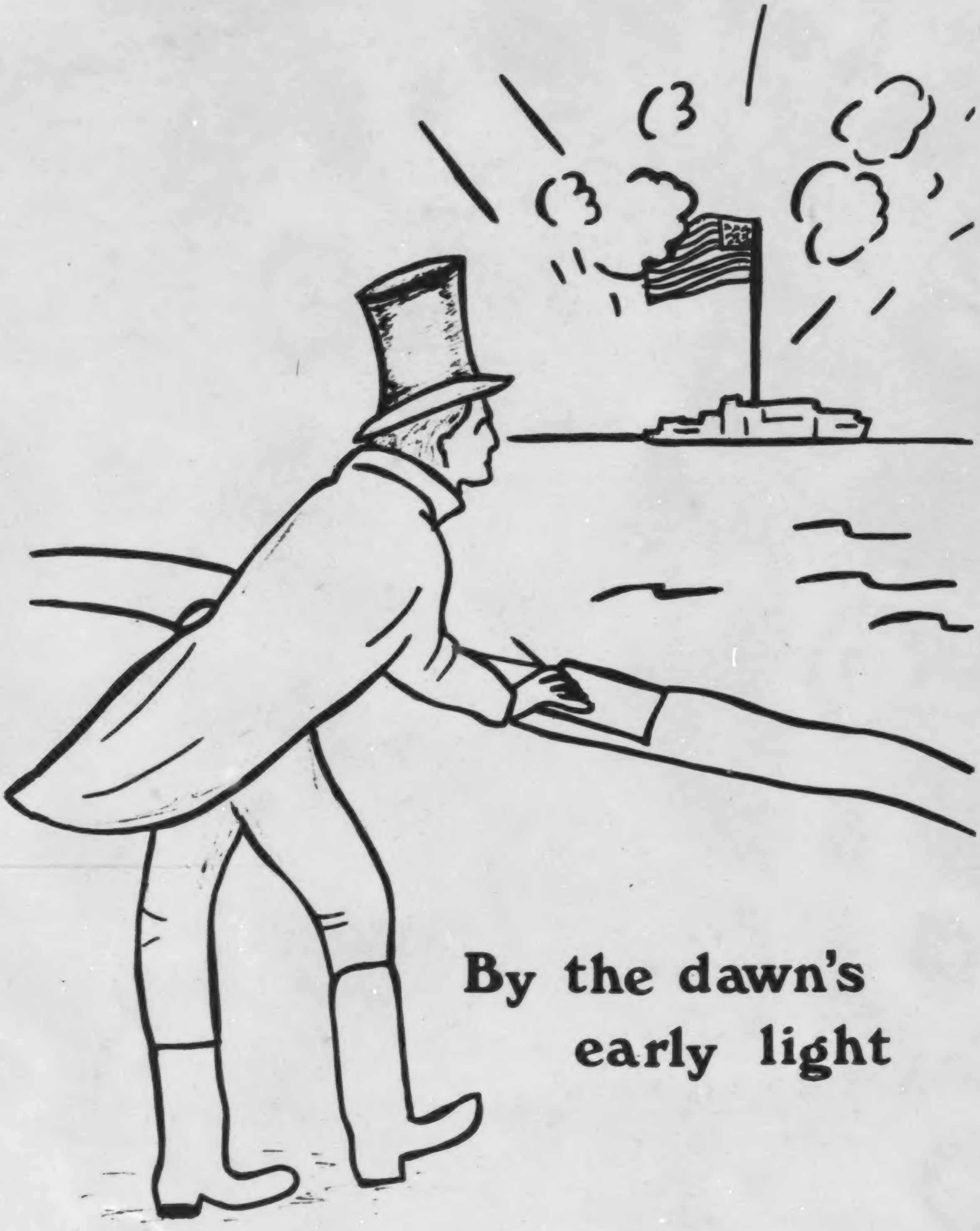
7. Do students know the state song? their school song? See page # 71 for words to state song. Teacher or student may contact Pep Club leaders or Student Council for words to school song.

Oklahoma! where the wind comes
  sweepin' down the plain,
And the wavin' wheat
  can sure smell sweet,
When the wind comes
  right behind the rain.

Oklahoma! ev'ry night
  my honey lamb and I
Sit alone and talk
  and watch a hawk
Makin' lazy circles
  in the sky.

We know we belong
  to the land
And the land we
  belong to is grand!
And when we say:
  Yeow! A yip-i-o-ee-ay!
We're only sayin',
  "You're doin' fine,
Oklahoma! Oklahoma! O K."





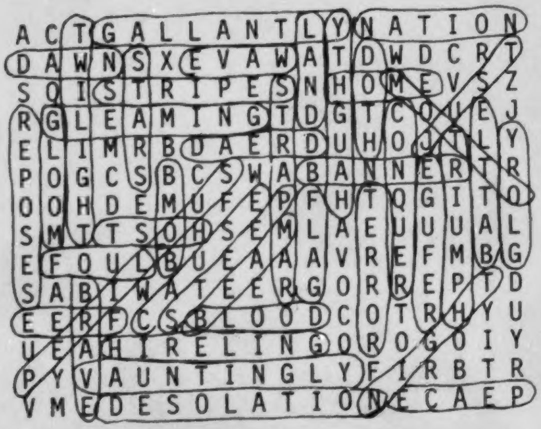
**By the dawn's
early light**

STAR-SPANGLED BANNER

PURPOSE: To familiarize students with the words to the "Star Spangled Banner".

PROCEDURE:

1. Duplicate and distribute copies of the Seek-And-Find Puzzle on the "Star Spangled Banner", page 74.
2. Duplicate copies of the "Star Spangled Banner", and distribute.
3. The words listed in the puzzle itself are not included specifically so that students will have to read the words to the song in order to know what words to look for; however, they are listed below for you.



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A C T G A L L A N T L Y N A T I O N
D A W N S X E V A W A T D W D C R T
S O I S T R I P E S N H O M E V S Z
R G L E A M I N G T D G T C O U E J
E L I M R B D A E R D U H O J T L Y
P O G C S B C S W A B A N N E R T R
O O H D E M U F E P F H T Q G I T O
S M T T S O H S E M L A E U U U A L
E F O U L B U E A A A V R E F M B G
S A B I W A T E E R G O R R E P T D
E E R F C S B L O O D C O T R H Y U
U E A H I R E L I N G O R O G O I Y
P Y V A U N T I N G L Y F I R B T R
V M E D E S O L A T I O N E C A E P
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dawn
stripes
ramparts
night
wave
home
nation
haughty
steep
glory
foul
gloom
peace
vauntingly

twilight
stars
gallantly
flag
land
brave
cause
host
reposes
battle
refuge
triumph
conquer
hireling

gleaming
perilous
bomb
banner
free
desolation
motto
dread
beam
blood
terror
doth
just

SEEK-AND-FIND PUZZLE

"Star Spangled Banner"

Words may be horizontal, vertical, diagonal, backwards or forwards. Circle those words you find which come from the "Star Spangled Banner".

A	C	T	G	A	L	L	A	N	T	L	Y	N	A	T	I	O	N
D	A	W	N	S	X	E	V	A	W	A	T	D	W	D	C	R	T
S	Q	I	S	T	R	I	P	E	S	N	H	O	M	E	V	S	Z
R	G	L	E	A	M	I	N	G	T	D	G	T	C	O	U	E	J
E	L	I	M	R	B	D	A	E	R	D	U	H	O	J	T	L	Y
P	O	G	C	S	B	C	S	W	A	B	A	N	N	E	R	T	R
O	O	H	D	E	M	U	F	E	P	F	H	T	Q	G	I	T	O
S	M	T	T	S	O	H	S	E	M	L	A	E	U	U	U	A	L
E	F	O	U	L	B	U	E	A	A	A	V	R	E	F	M	B	G
S	A	B	I	W	A	T	E	E	R	G	O	R	R	E	P	T	D
E	E	R	F	C	S	B	L	O	O	D	C	O	T	R	H	Y	U
U	E	A	H	I	R	E	L	I	N	G	O	R	O	G	O	I	Y
P	Y	V	A	U	N	T	I	N	G	L	Y	F	I	R	B	T	R
V	M	E	D	E	S	O	L	A	T	I	O	N	E	C	A	E	P

LIBERTY BELL

BACKGROUND INFORMATION:

The Liberty Bell is one of the oldest symbols of American independence. It has a very interesting history. The city of Philadelphia felt it needed a bell to use as a method of communication for its people. However, bells were not made in America, for they needed a special metal to transmit the right sound.

The bell was ordered from England and delivered in 1752. It looked to be a very good bell. It was quite large - 12 feet around the lip; 7 feet, 6 inches around the crown, and 3 feet high.

The bell was unloaded and someone swang the clapper. Several clear notes rant out - then the sound became dull and flat - the bell had cracked.

The Captain of the ship which had brought the bell from England refused to return the bell. An iron foundry was allowed to melt the bell and recast it. Then the bell was rung, after being recast, its tone was so high and harsh that people made fun of it. In 1753, the bell was recast again at the same iron foundry in Pennsylvania. The third bell is the one we know as the Liberty Bell.

The inscription, "Proclaim Liberty throughout all the land unto all the inhabitants thereof," is from the Bible (Leviticus 25:10). This inscription was on all three bells. The Liberty Bell weighs about 2,080 pounds. The Province of Pennsylvania had originally paid $300 for the bell.

The bell rang for all important occasions during the early years of our new nation. It rang to open the Continental Congress, the Declaration of Independence in July, 1776, the adoption of the Stars and Stripes on June 14, 1777. During the war the bell was hidden under the floor of a church. The bell announced the ratification of the Constitution and the adoption of the Bill of Rights. The bell was rung at each anniversary of the adoption of the Declaration of Independence until 1835. In that year while being rung for the funeral of John Marshall, Chief Justice of the United States - it cracked. All the musical tones were destroyed by the crack. The bell is no longer rung but it is struck on special occasions.

Independence Hall in Philadelphia was the home of the bell from 1753 until Jan. 1, 1976, when it was moved to its new home - Liberty Pavilion.

Other interesting facts about the Liberty Bell:

The bell was brought from England on a ship named MATILDA.

During the Revolutionary War the patriots were afraid the enemy would melt their bell to make bullets. Carefully they took it from the steeple and hid it on a farmer's wagon under a load of hay. After a hard journey it reached Allentown, where it was hidden under the floor of a church and there it stayed for nearly a year.

The bell was brought back and joyfully it announced the end of the war with England.

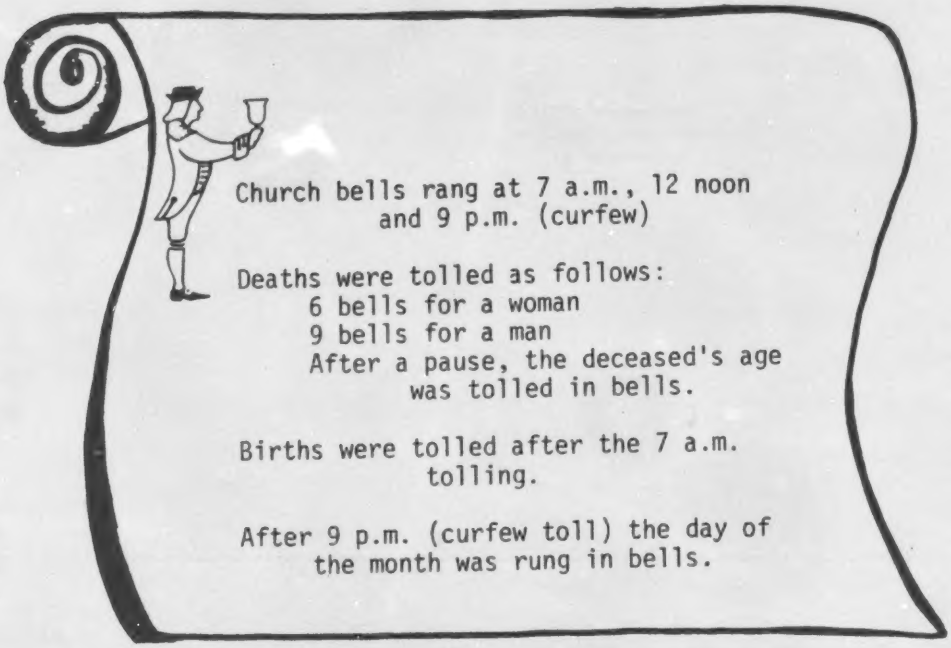
When the bell cracked in 1835 as it was tolling for the Chief Justice John Marshall, its tone went dull and harsh. For over ten years it hung in the steeple silent and forgotten.

In 1846, the bell was used for George Washington's birthday. At noon it cracked in such a way that it could never be used again to ring.

LIBERTY BELL

. . . to recognize that the Liberty Bell is a national symbol and has played an important part in our history . . .

1. Discuss when bells are rung.
   The church bell was used as a communication system in small communities. Some "bell codes" were as follows:



Church bells rang at 7 a.m., 12 noon and 9 p.m. (curfew)

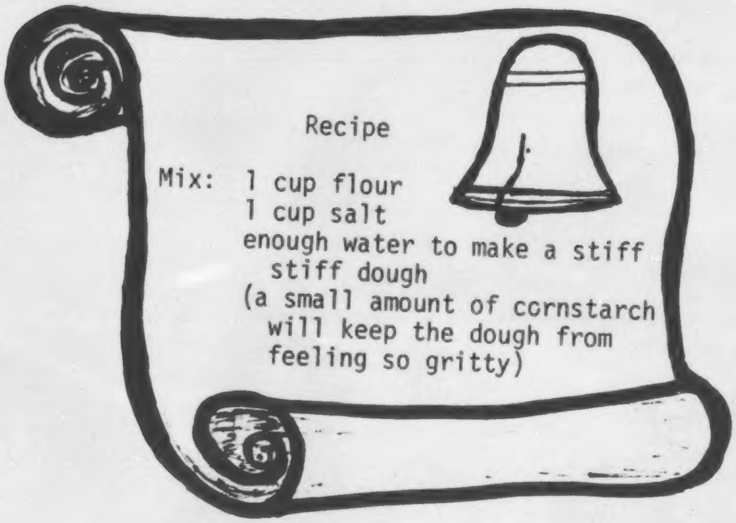
Deaths were tolled as follows:
6 bells for a woman
9 bells for a man
After a pause, the deceased's age was tolled in bells.

Births were tolled after the 7 a.m. tolling.

After 9 p.m. (curfew toll) the day of the month was rung in bells.

2. Give a history of the Liberty Bell.
3. Read the poem, "Liberty Bell". See page # 80 .
4. Use the poem, "Liberty Bell" as a choral reading.
5. The "Liberty Bell" may be used as a writing assignment.

6. Model a Liberty Bell from dough.



Recipe

Mix: 1 cup flour
1 cup salt
enough water to make a stiff
stiff dough
(a small amount of cornstarch
will keep the dough from
feeling so gritty)

Dough may be prepared ahead of time and covered with a damp cloth. Let the students roll or pat the dough to about a fourth inch thickness. Each student may cut his bell with a Christmas bell cookie cutter. While the bells are damp, the students may add the detail such as the crack. When dry, the bells may be painted with tempra or acrylics.

7. Draw the Liberty Bell from dot-to-dot. See page # 82 .

8. Do a "Graph-a-Picture" of the Liberty Bell. See appendix page # 605 for grid and page # 83 for Graph-A-Picture.

9. Using Liberty Bell, page # 82 make a sewing card picture. Transfer dots only to stiff paper or cardboard. Use a darning needle, yarn, or thread to complete the picture. Older children may use the thread pattern for "string art". Use nail heads, scrap lumber and thread or yarn.

10. Embroider a sampler. Using Graph-A-Picture, after it has been graphed, staple or secure your paper to a piece of fabric and cross stitch or embroider a sampler of the Liberty Bell.

11. A color picture of the Liberty Bell is found on page # 85

12. Creative writing using personification. Have the students imagine themselves as the Liberty Bell.

    They may write a short, descriptive paragraph using the following topic sentences . . .

    > When I (Liberty Bell) was hidden under the church floor during the war . . .
    >
    > When I rang out loud and clear for freedom on July 4, 1776, I . . .
    >
    > When I was on the ship coming to my new home in America . . .
    >
    > When all the people laughed at my high-pitched voice after I was cast the second time, I . . .
    >
    > When the workmen were moving me to the city square and someone accidently rang me and I cracked, I could have . . .

LIBERTY BELL

The bell was made in England in 1752.
It was sent to a new land across the ocean blue.

The big brass bell to Philadelphia was sold.
The price was $300 for a bell that would proudly toll.

As the clapper struck the bell, it rang out loud and clear
And then on one side a big crack did appear.

"We need to fix it like new," the Town Fathers said,
For with that big crack, its tone is dull and dead.

In 1753 the bell was recast and looked like new.
In 1776 the Declaration of Independence heard its
  tone ring clear and true.

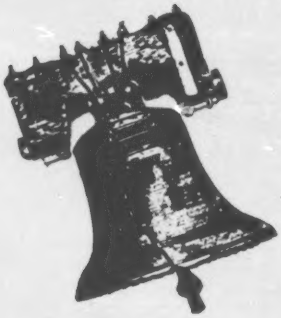
It was a faithful bell and loved to ring.
On all great occasions it would loudly sing.

The big brass bell proclaimed "Liberty,"
For a thankful nation to hear and see.

At John Marshall's funeral in 1835
Another big crack appeared in its side.

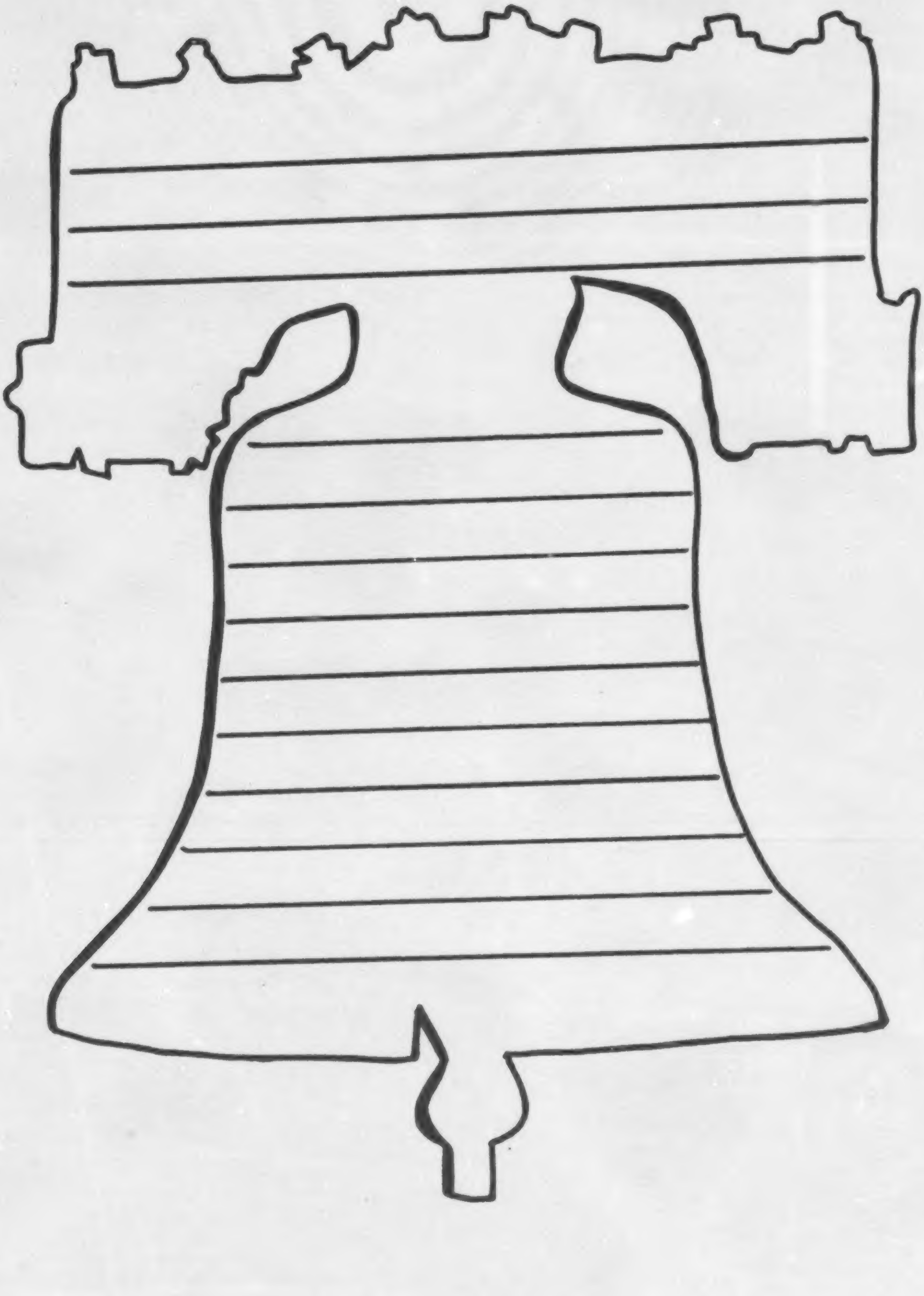
The time had come to let the old bell rest
For 83 years it had given its best.

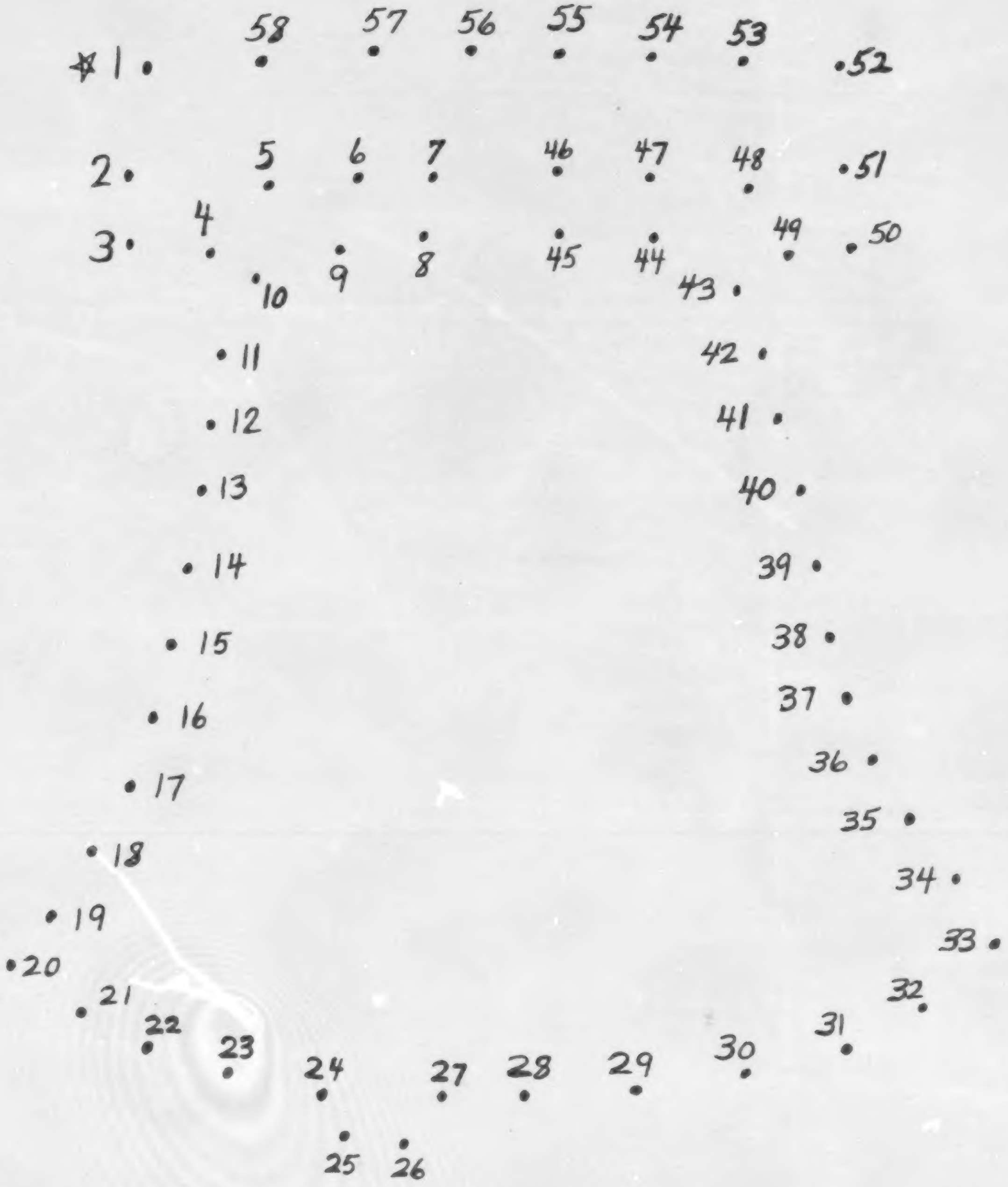
The bell, in Philadelphia, still stands for all to see,
And remember the bell that rang out for Liberty.



Dolly Barr

★ MY LIBERTY POEM





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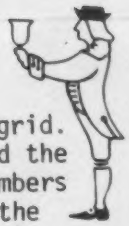
LIBERTY BELL

GRAPH-A-PICTURE

"IT RANG FOR FREEDOM"



Directions: The first column of numbers is vertical (↕) on the grid. The top part of the vertical line is positive (+) and the lower part is negative (-). The second column of numbers is horizontal (↔) on the grid. The right side of the line is positive (+) and the left side is negative (-).

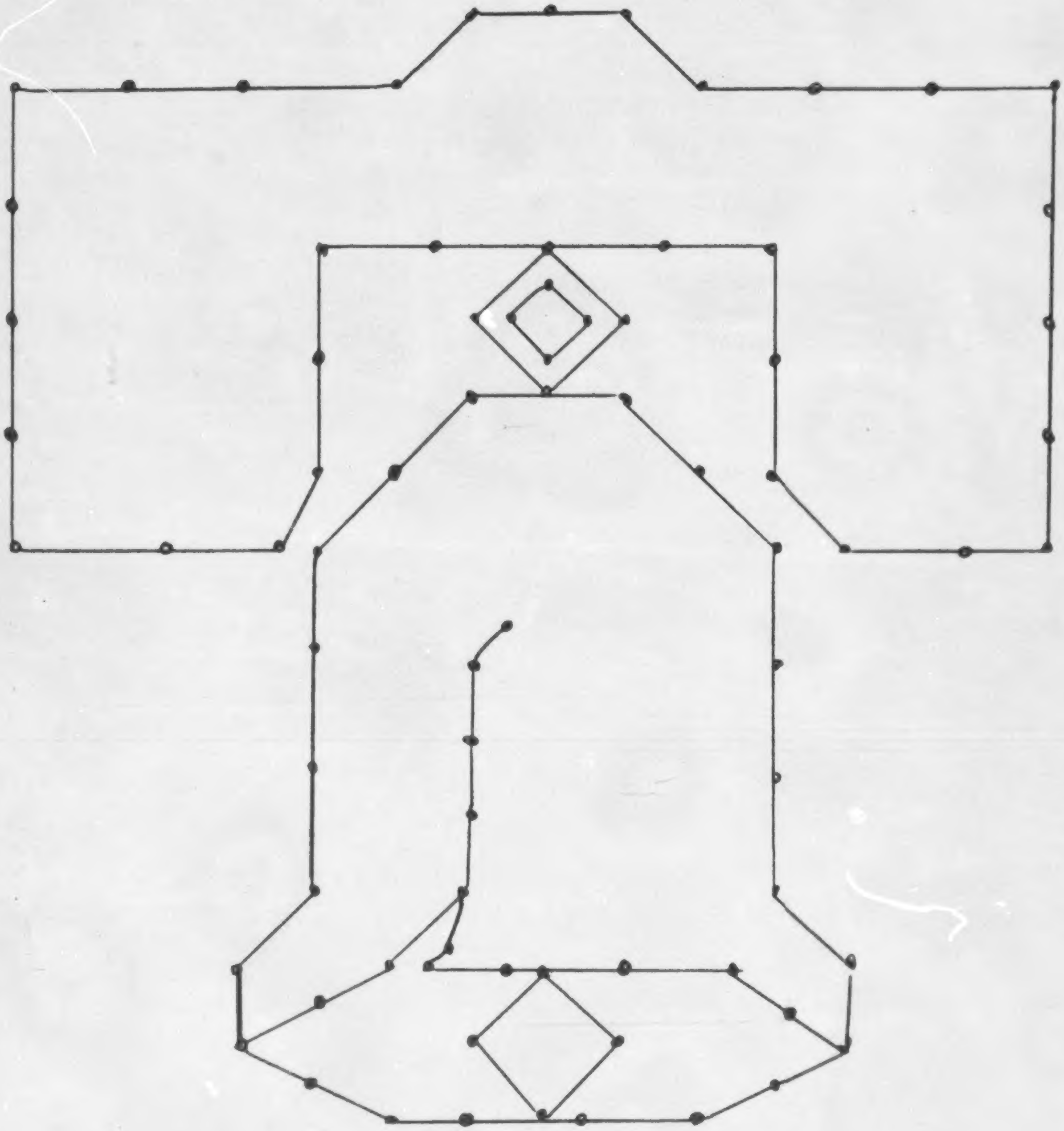
+↕-	-↔+
Begin	
10	0
10	6
4	6
2	8
2	14
14	14
14	4
16	2
16	-2
14	-4
14	-14
2	-14
2	-8
4	-6
10	-6
10	0
Lift	
10	0
8	-2
6	0
8	2
10	0
Lift	
9	0
8	-1
7	0
8	1
9	0
Lift	
6	0
6	2
2	6
-7	6
-9	8
-11	8
-13	4
-13	-4
-11	-8

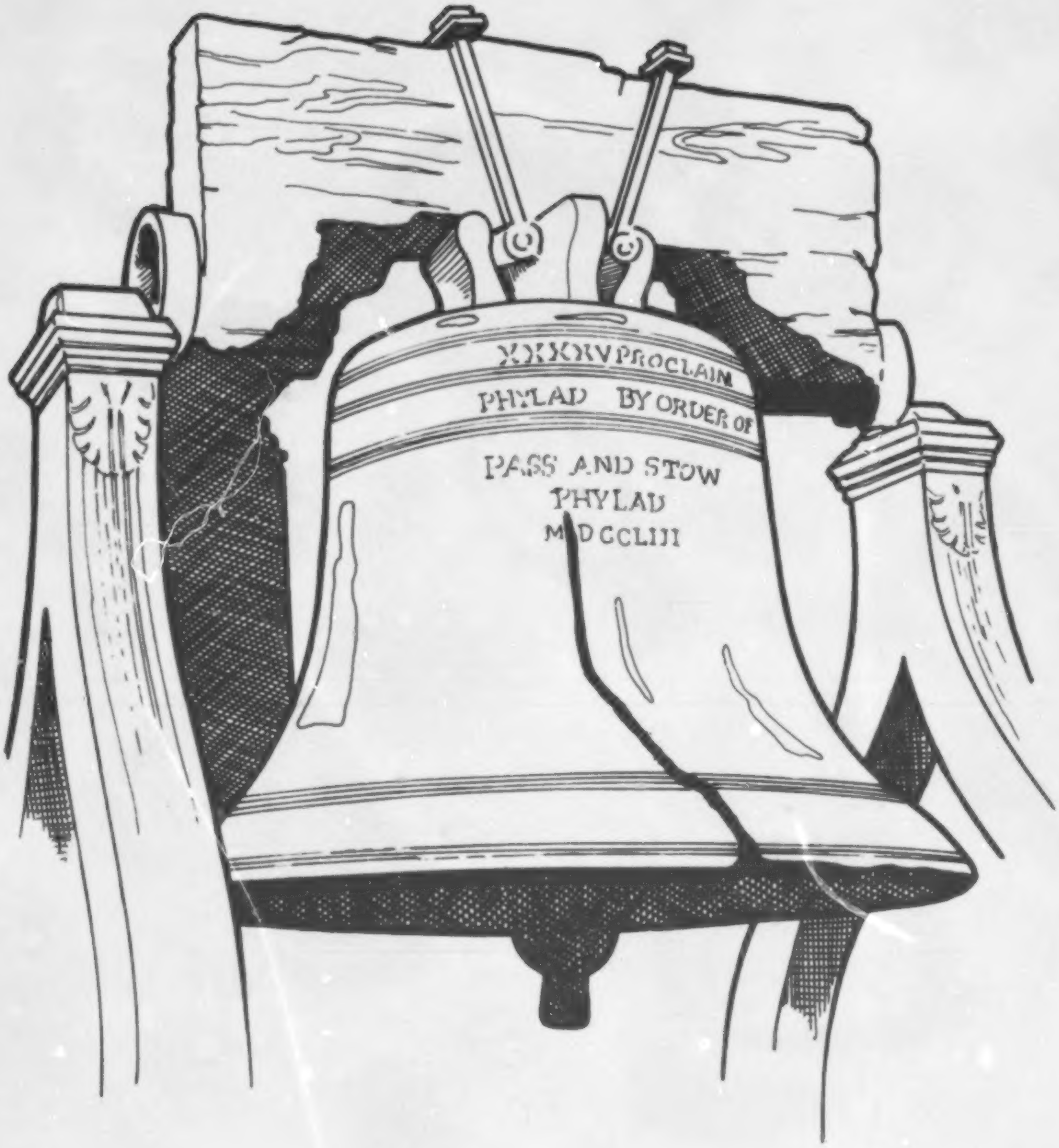
↕	-↔+
-9	-8
-7	-6
2	-6
6	-2
6	0
Lift	
-11	-8
-10	-6
-9	-4
-7	-2
-1	-2
0	-1
Lift	
-11	8
-10	6
-9	4
-9	1
-9	-1
-9	-3
-7	-2
Lift	
-9	0
-11	2
-13	0
-11	-2
-9	0
Lift	
-14	-14
-19	-14
-19	-11
-18	-11
-18	-13
-14	-13
-14	-14
Lift	
-14	-9
-19	-9
-19	-10

↕	-↔+
-14	-10
-14	-9
Lift	
-14	-8
-19	-8
-19	-5
-14	-5
-14	-8
Lift	
-15	-7
-16	-7
-16	-6
-15	-6
-15	-7
Lift	
-17	-7
-18	-7
-18	-6
-17	-6
-17	-7
Lift	
-14	-4
-19	-4
-19	-1
-18	-1
-18	-3
-17	-3
-17	-1
-16	-1
-16	-3
-15	-3
-15	-1
-14	-1
-14	-4
Lift	
-14	0
-19	0
-19	1

↕	-↔+
-17	1
-19	2
-19	3
-17	2
-17	3
-14	3
-14	0
Lift	
-15	1
-16	1
-16	2
-15	2
-15	1
Lift	
-14	4
-15	4
-15	6
-19	6
-19	7
-15	7
-15	9
-14	9
-14	4
Lift	
-14	10
-16	12
-19	12
-19	13
-16	13
-14	15
-14	14
-15	13
-15	12
-14	11
-14	10
Lift	

78




XXXXV PROCLAIM
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LIBERTY BELL

PURPOSE: To familiarize students with the history of the Liberty Bell.

PROCEDURE:

1. Duplicate and distribute background sheets on the Liberty Bell.

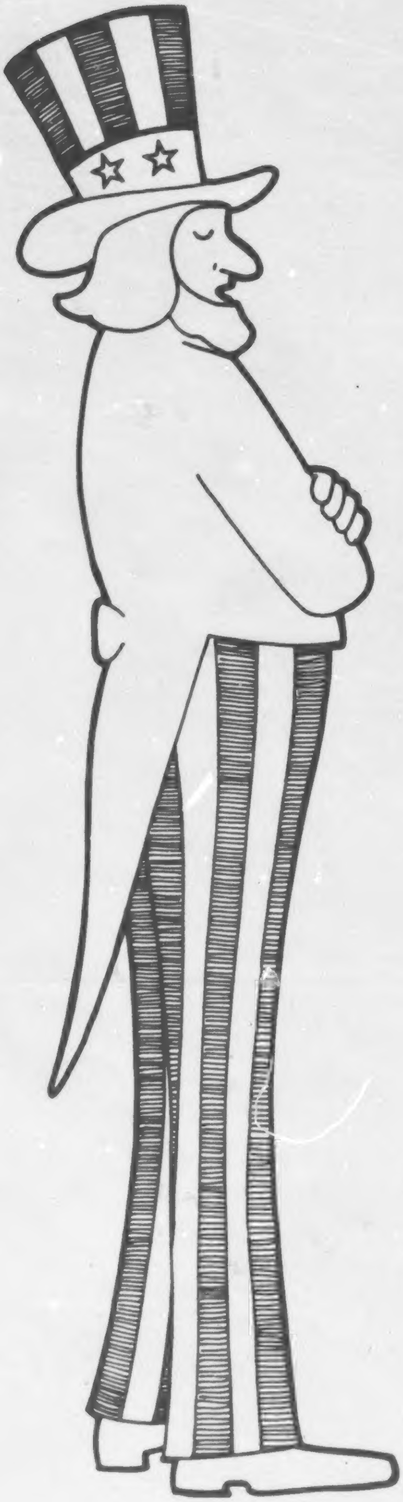
2. Have students write personifications of the Liberty Bell. This symbol has a history which particularly lends itself to story-telling. Tell students that they are to imagine that they are the Bell and it has come to life. They should use the "I" pronoun when writing, just as if "I" stood for the Bell. They should be sure to cover their birth, important times they have "spoken", where they live, what they look like and so on.

3. You may wish to have students write out final drafts on the picture frame form in the appendix, page 600 or to write on a large bell-shaped form for bulletin board display. You may also wish to use the sheet, "My Name Is Liberty and I'm a Bell," page 87.

MY NAME IS LIBERTY AND I'M A BELL

DIRECTIONS: Imagine that you are the Liberty Bell and have suddenly come to life. Tell your life story, using the "I" form. Don't forget to tell us when you were born, where you live, important events in your life and so on. Use the background sheets given out by your teacher or do additional research in the library.

82



UNCLE SAM

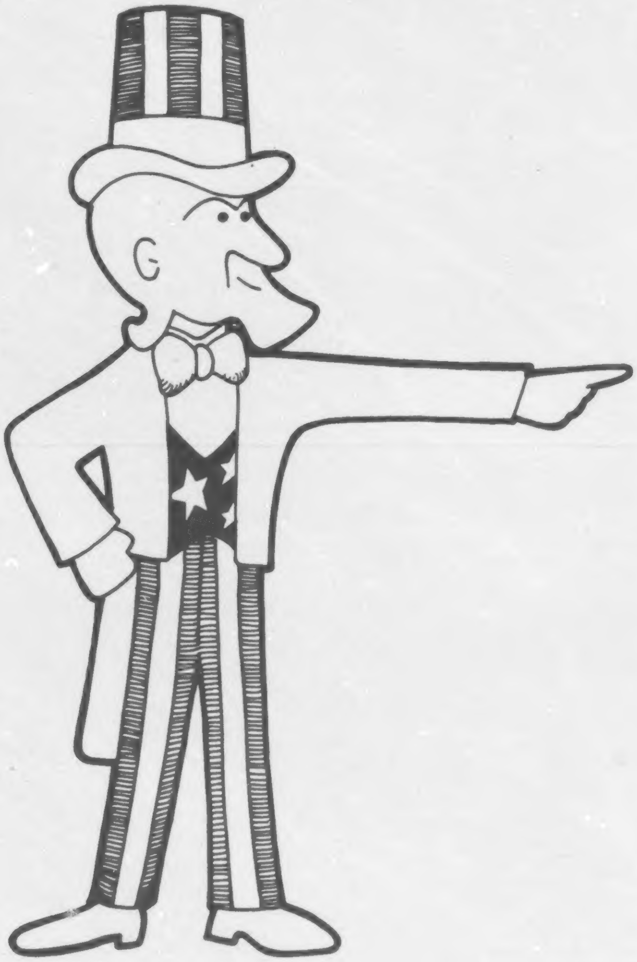
BACKGROUND INFORMATION:

Uncle Sam is an imaginary person who represents the United States. The name was first used about 150 years ago in humor. According to one story, a man named Samuel Wilson, called "Uncle Sam", was a government inspector of meat at Troy, New York, in 1812. A man named Elbert Anderson bought a large number of barrels of meat, and they were marked with his initials, E. A., and also with the initials, U. S. (United States) to show that the meat had been inspected. One day one of the workmen asked what the initials stood for, and someone suggested jokingly, "Uncle Sam". This story may or may not be true. It is said that people who opposed the war used the nickname which first appeared in a Troy, N. Y. newspaper in 1813. In 1816, the nickname appeared in a book titled, The Adventures of Uncle Sam.

The custom of picturing Uncle Sam as a tall, thin gray-bearded man with a tall hat and suit striped in red, white, and blue, grew out of a cartoon which appeared in

1829 in a Maine newspaper. Later a famous minstrel named Don Rice wore this costume on the stage and it became well known.

Other stories say that in 1834 Uncle Sam was pictured as a young man without a beard or gray hair in early cartoons. In 1917, Uncle Sam urged men to enlist in the U. S. Army. James Montgomery Flagg painted the famous poster of World War I. In 1941, Uncle Sam asked men and women to work in World War II defense plants. McClelland Barclay designed the well-known poster. Uncle Sam is regularly pictured in political cartoons and is meant to personify the United States.



. . . . to make students aware of the symbol, Uncle Sam, and the part it has played in our country's history . . . .

1. Discussion of the history and meaning of Uncle Sam . . .

   . . . make students aware that Uncle Sam is another way of reference to the U. S. A., without using any words.

   . . . make students aware that Uncle Sam is identified by his stars, stripes and colors (red, white, & blue) of his clothing and not by size, age, etc.

2. Color picture of Uncle Sam found on page 93. Variations can be made with corn meal, glitter, cotton balls, etc.

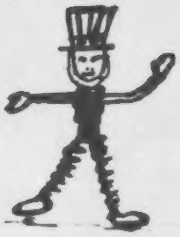
3. Have students illustrate their interpretation of Uncle Sam after reading or telling them about the symbol. Do not show them any illustrations or describe it, other than in the discussion of Uncle Sam.

4. Adapting from the famous James Montgomery Flagg "Uncle Sam - I Want You For the U. S. Army" poster, have students illustrate their own Uncle Sam poster entitled, "Uncle Sam Wants Me For . . ." See appendix, page 94.

5. Have students find the varied ways Uncle Sam is represented in cartoons, advertising, etc. This could be an on-going assignment for file card collection to make students aware of the usage of this symbol.

6. To reinforce research skills, have each student research a different year to complete this statement by Uncle Sam:

   "Three of the most important events that happened to me (Uncle Sam - America) in the year of ______ were (1), (2), (3). . .



7. To reinforce the students' awareness that Uncle Sam can be all sizes and shapes, give

    6 craft chenille pipe cleaners;
    1 blue (arms) 18"; 2 red - 18";
    2 white - 18" (body & legs); and
    1 white 9" (head & beard).

    Have students shape the head (9" white), body and legs, (18" red and white), and arms (18" blue) into a man's body.

    Have small squares of construction paper for students to make the Uncle Sam hat, hands, shoes. With the addition of the hat he becomes a small model of Uncle Sam.

    Students can shape their Uncle Sam in motion.

8. Mobile - A. Using patterns on page # 96 , have students cut out shapes. Put aside 1 complete set and have students glue hat and beard together.

    B. Cut white yarn in strips (center one is longer as hanging string with mouth at tip, and 2 short ones for eyes).

    C. Place so all tips of string hang free. Attach to one side of hat. Attach eye and mouth to end of yarn and place nose proportionately to mouth. Now assemble hat and beard of other set; now put together as "sandwich" with the yarn being the "filling" or middle - all yarn is covered - gluing all parts together. Have students design hat adding stars, stripes, hat band.

TISSUE PAPER ART

A. Cut small paper squares from red, white, and blue tissue paper.

B. Use the Uncle Sam hat on page # 95 as a pattern.

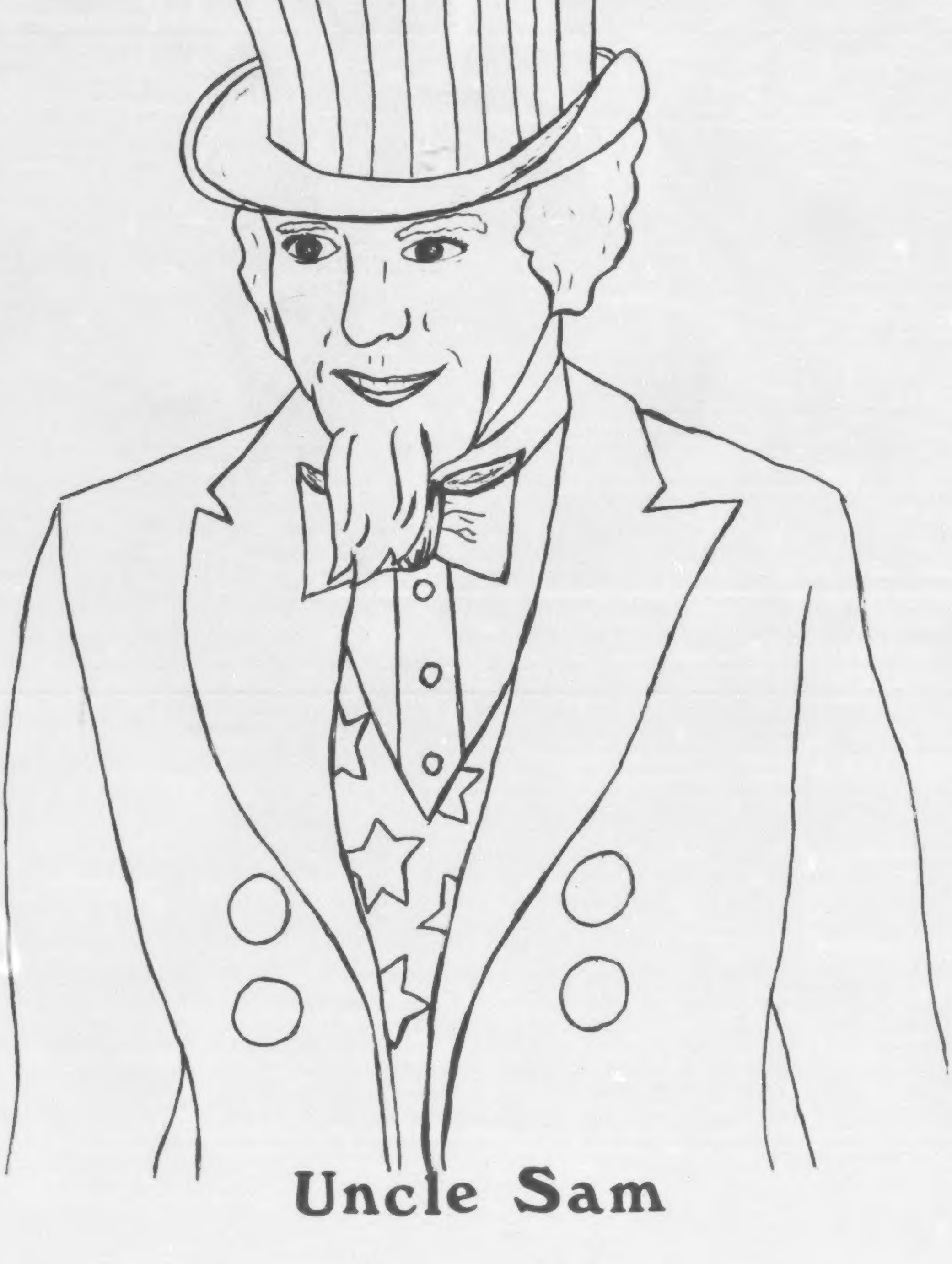
C. Place eraser end of pencil in center of a square; twist the paper around the end of pencil.

D. Dip the end of tissue paper in glue.

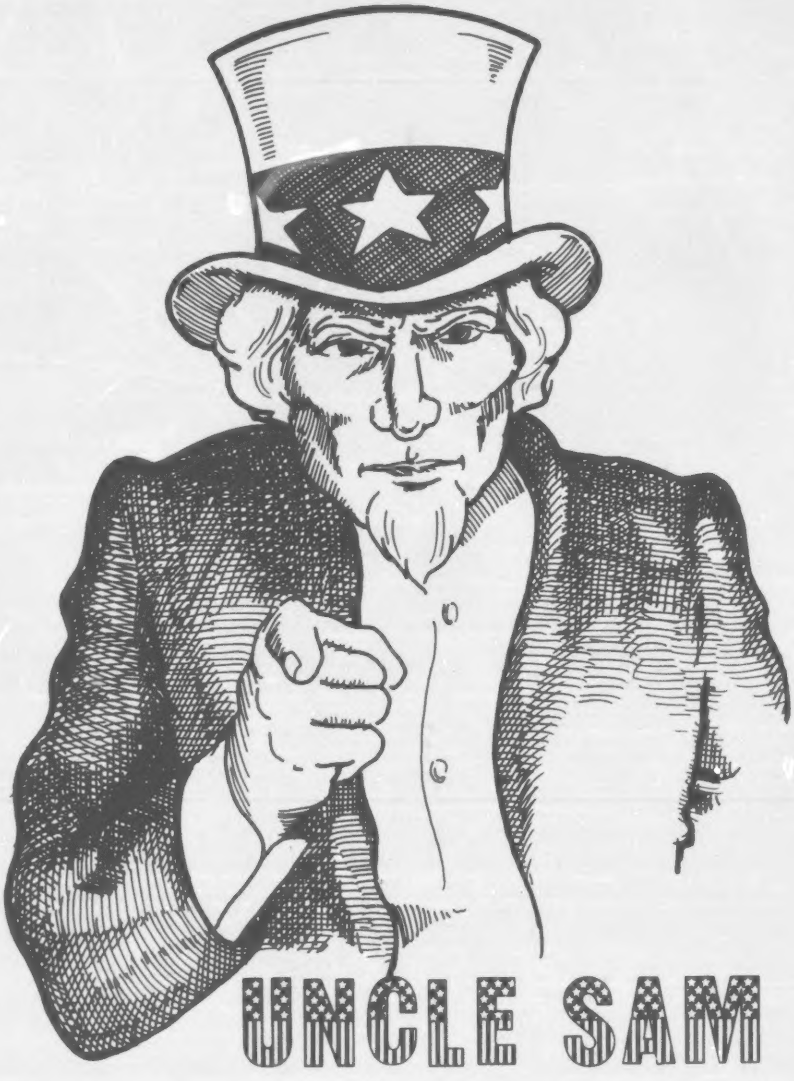
E. Press onto pattern.

F. Glue colors in correct sequence.

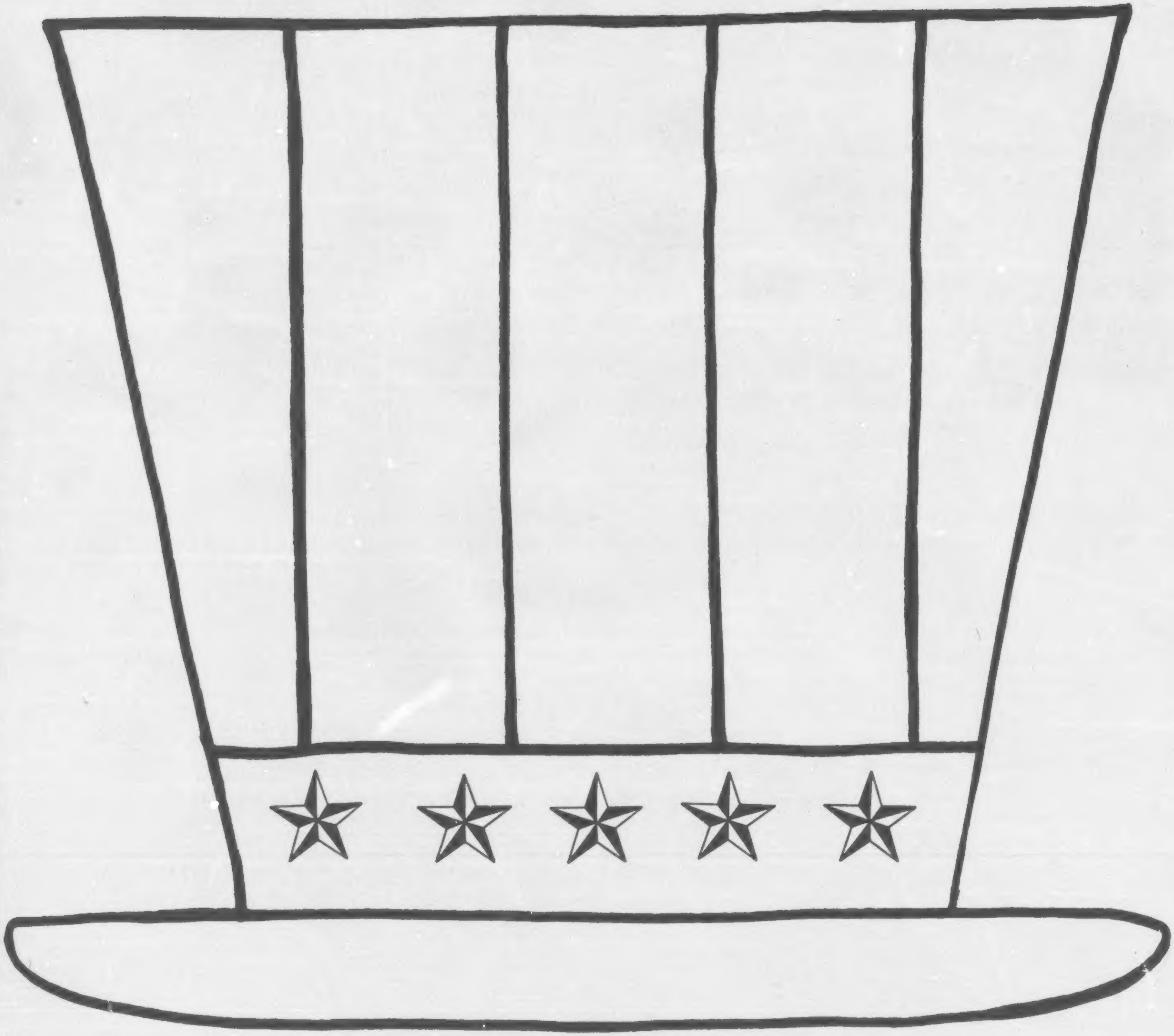
G. Glue paper very close together for an overall 3-D effect.

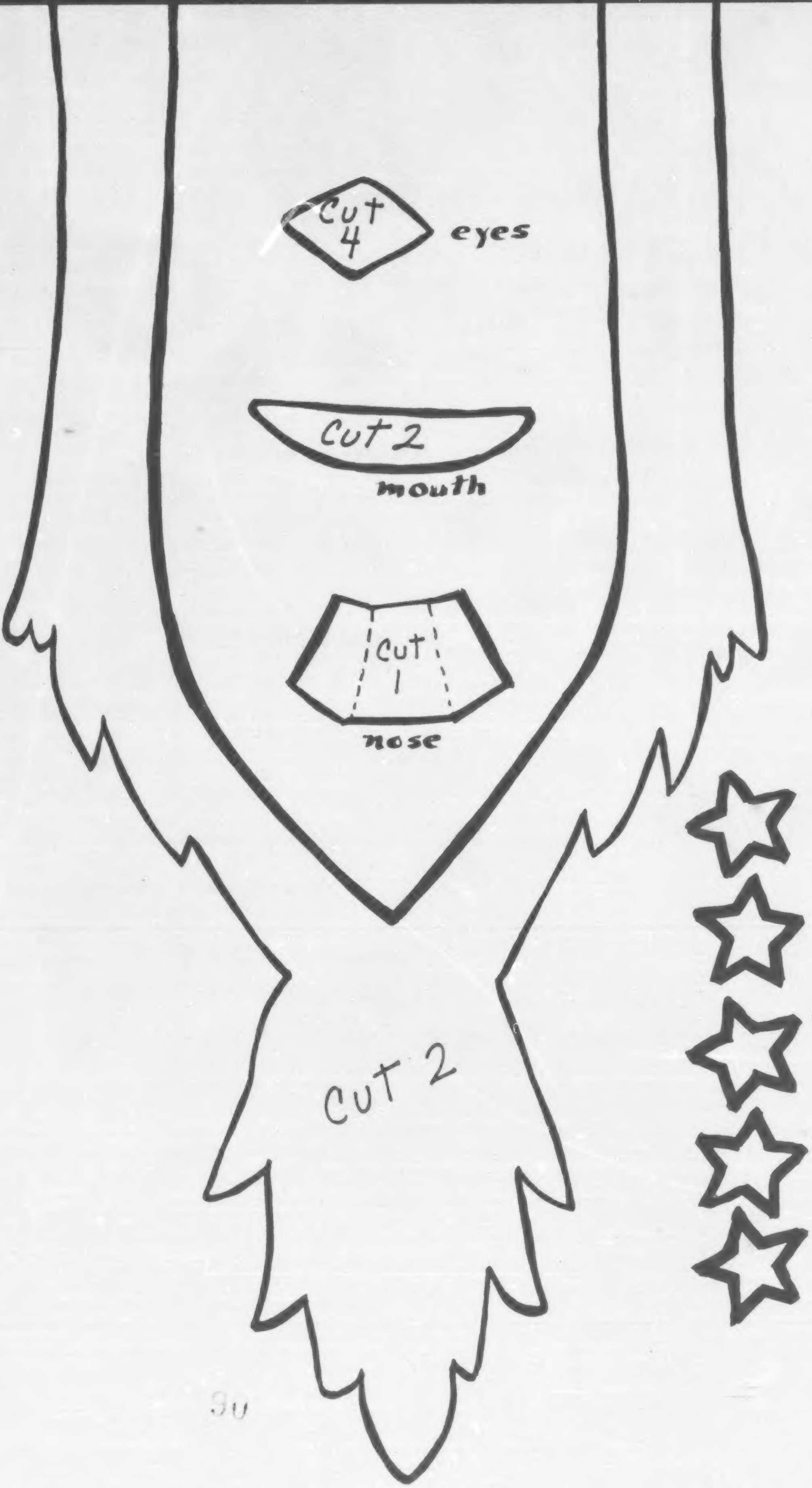


Uncle Sam



wants me for




Cut 4
eyes
Cut 2
mouth
Cut 1
nose
Cut 2

UNCLE SAM

PURPOSE: To allow students to creatively express their image of Uncle Sam and his adventures as an American symbol.

NOTES TO THE TEACHER: Several possible activities are mentioned below and students might be allowed to choose from the various ones mentioned. Final products could easily be used as a bulletin board display.

PROCEDURE:

1. Duplicate and distribute copies of the background information on Uncle Sam.

2. After going over the material on Uncle Sam, make certain that students realize that there is no one way to draw Uncle Sam. Mention that the colors of the costume are the most distinguishing feature, but that the costume itself has varied. Although modern cartoonists usually show Uncle Sam with a beard, that has not always been the case.

3. Assign each student, or small groups of students, to prepare an original Uncle Sam drawing. They may wish to modernize him by using contemporary style clothing. (Females in the class may wish to modify by creating a female alternative to Uncle Sam -- Aunt ?)

4. Duplicate and distribute the Newspaper Form in the Appendix, page 598. Have students write a story about the "Adventures of Uncle Sam," using modern or historical events and writing in a newspaper format. For instance, students could write about a wrestling match between Uncle Sam and a Russian bear, or Uncle Sam's trip to Mars, etc.

   Final drafts should be transferred to the form after corrections, and these could be displayed on the bulletin board.

5. Students could write a personification paper, pretending that they are Uncle Sam, relating their life events. See the worksheet titled, "This Is Your Life: Uncle Sam," page 99. Reference should be made to the background sheets if you want this to be a factual re-telling of events, or students can write a creative tale about historical events as if Uncle Sam actually witnessed the events.

6. Using the directions titled "How to Write a Ballad" in the Appendix, page 615 , students can write a ballad about Uncle Sam. In such a case, it would be better for students to listen to actual ballads before writing. An Uncle Sam ballad might be most effective if modeled after another hero song, such as "The Ballad of Davy Crockett" or "John Henry".

7. One of the most colorful aspects of American Folklore is the tradition of the brag. Duplicate the worksheet entitled "Big Brags" and go over the brag by Mike Fink and the one by Davy Crockett. In the space provided, have students write "Uncle Sam's Brag". These assignments may be shared best aloud since brags have a rhythm best illustrated orally.

THIS IS YOUR LIFE: UNCLE SAM!

Directions: Using the space provided below, write a life story for Uncle Sam. You may use the first-person "I" form or simple narrative style. You may refer to background sheets for facts or make up appropriate ones, depending upon your teacher's instructions.

BIG BRAGS

MIKE FINK'S BRAG:

I'm a Salt River roarer! I'm a ring-tailed squealer! I'm a reg'lar screamer from the ol' Massassip'! WHOOP! I'm the very infant that refused his milk before its eyes were open, and called out for a bottle of old rye! I love the women an' I'm chockful o' fight! I'm half wild horse and half cockeyed alligator and the rest o' me is crooked snags an' red-hot snappin' turtle. I can hit like fourth-proof lightnin' an' every lick I make in the woods lets in an acre o' sunshine. I can outrun, outshoot, outbrag, outdrink, an' outfight, rough-an'-tumble, no holds barred, ary man on both sides of the river from Pittsburgh to New Orleans an' back ag'in to St. Louiee. Come on, you flatters, you bargers, you milk-white mechanics, an' see how tough I am to chaw! I ain't had a fight for two days an' I'm spilein' for exercise. Cock-a-doodle-do!

DAVY CROCKETT'S BRAG:

I'm that same David Crockett, fresh from the backwoods, half horse, half alligator, a little touched with the snapping turtle; can wade the Mississippi, leap the Ohio, ride upon a streak of lightning, and slip without a scratch down a honey locust; can whip my weight in wildcats -- and if any gentleman pleases, for a ten-dollar bill, he may throw in a panther -- hug a bear too close for comfort, and chaw up any man opposed to Jackson.

UNCLE SAM'S BRAG:

LIBERTY ENLIGHTENING THE WORLD

(STATUE OF LIBERTY)

BACKGROUND INFORMATION:

The Statue of Liberty or its proper name "Liberty Enlightning the World" probably exemplifies the unified efforts of leadership and citizenship in the highest forms. From the formation of the idea of the statue depicting liberty in 1865 by Edouard De Laboulaye, a French professor; to the determination of the sculptor, Auguste Bartholdi, who designed it and gave total committment of his life until its completion; to Joseph Pulitzer, editor of the "New York World", who begged the poorer classes in America to give of their dimes or more for the erection of the pedestal for 'Lady Liberty' to stand upon; and to Emma Lazarus, who was aware of what hope and refuge was given to the oppressed exiles upon arriving in the harbor that 'Lady Liberty' stood watch over. Through the combined efforts of a few leaders who had a common love for liberty and wanted a memorial to independence, the Statue of Liberty, packed in 214 cases, finally arrived in the New York harbor on June 19, 1885. Its final resting place was to be on Liberty Island (formerly Bedloe's Island), about a mile and a half off the tip of Manhatten in the New York harbor. This is the site that Bartholdi had chosen upon his arrival to America when visited earlier to see and form impressions of a concrete idea of liberty, "one that will arouse public enthusiasm". Upon arriving in the New York harbor, Bartholdi had a vision and inspiration of the statue he was to make. In his words: "The picture that is presented to the view when one arrives in New York is marvelous . . . it is indeed the New World which appears in its majestic expanse with the ardor of its glowing life . . The statue was born for this place which inspired its conception. May God be pleased to bless my efforts and my work and to crown it with the success, the duration, and moral influence it ought to have."

The statue was a gift from the people of France to the people of the United States to help commemorate the 100th birthday of liberty or independence for the United States and to serve as a reminder to all how Lafayette and his men helped America to win their freedom. The French people donated $250,000 for the construction of the statue, which was built around the iron framework designed by Alexandre Gustave Eiffel, who later designed and built the Eiffel Tower. The statue is one of the classic examples of repouseé work, which is a process of hammering metal over a mold in order to shape it. Bartholdi was so possessed by the statue, that he devoted his entire time working on it, traveling at his own expense to raise money for the statue and never took one cent from the fund raised for the construction of the Statue in France or in America. His payment was a world-wide patent on 'Lady Liberty', who was modeled after his own mother.

Since America seemed uninterested in the project, Bartholdi appealed to the ordinary citizen of France to fund the statue. Money came in very slowly and only the right forearm with the hand and torch was finished and arrived in time for nine million visitors to view it at the Centennial celebration in Philadelphia in 1876. It was returned to France in 1884 when Bartholdi was nearing completion of the entire project. The statue was ready, but the pedestal was not. Pulitzer, through his editorials, could not interest the "merchant princes" and then appealed to the poorer classes to give of their dimes. They responded with $280,000 and the architect, Richard M. Hunt, designed the pedestal. President Grover Cleveland dedicated the monument on October 28, 1886.

Liberty

The Statue of Liberty is a colossus on a pedestal. Its total weight is 220 tons and 'Lady Liberty' stands 151 feet, 1 inch in height, plus the height of 89 feet for the pedestal and the main statue towers 240 feet in the air. The right arm raised and holding the torch extends the total monument from the base to the tip of the torch to 305 feet high in the New York skyline. The Statue stands as a symbol of America's independence and serves as a beacon of hope for refugees. It is represented by a proud woman dressed in a loose flowing robe, her right hand holding a great torch raised high in the air, and in the left hand she grasps a tablet with the inscribed date of the Declaration of Independence. A crown with huge spikes, like sunrays, rests on her head and at the feet is a broken shackle symbolizing the overthrow of tyranny. Many minor changes have been made since its dedication; an inscribed bronze tablet with Emma Lazarus' poem, "The New Colossus", was added in 1903. There is an elevator that carries visitors up the pedestal to the foot of the statue. At this point, an observation balcony provides a magnificent view of the harbor and the city. Visitors may climb a steep, narrow, spiral staircase from the pedestal as high as the crown on the statue's head. A ladder inside the arm leads to the torch, but this is too narrow and steep for public use. Incandescent and mercury vapor lights have been added to the torch, floodlights at the base were added in 1916 and it became a national monument in 1924. It was repaired and strengthened throughout in 1937, Congress changed the island's name to Liberty Island in 1956, and the American Museum of Immigration was built inside the Statue's base in 1972. The National Park Service maintains the Statue of Liberty. The Statue of Liberty is not only a monument declaring America's and France's common love for liberty, but it has become a world symbol of freedom. As stated in a speech in 1916 by Andre Laboulayé, an envoy to the United States and grandson of the originator of the idea, "Not to a man, not to a nation the statue was raised: it was raised to an idea -- an idea greater than any man or any nation, greater than France or the United States: the idea of Liberty".

LIBERTY ENLIGHTNING THE WORLD is like the lighthouse sighted in the night of a storm sending out rays of hope to the troubled seas of refugees.

INTERESTING FACTS:

- --the head is the size of a two-story building.
- --the first finger is 16½ feet long with its fingernail measuring 13 inches by 10 inches.
- --the Liberty's torch shines through leaded glass, illuminated by 14 lamps with a total of 14,000 watts.
- --the statue is one of the largest statues ever made and from the base of the statue to the tip of the torch is 305 feet, 1 inch (92.99 meters) and weighs 450,000 pounds (204,000 kilograms).
- --the Statue's sculptor, Bartholdi, worked from an original model only 49 inches high, and worked up a full scale lathe and plaster model.
- --the Statue's lamps in the flame are lit from sunset to sunrise.
- --the interior of the Statue has two parallel stairways that spiral up from the base to the crown. Each stairway has 168 steps, with rest seats at every third turn of the spiral.
- --the outer layer of copper is supported by an iron framework designed by Eiffel (Eiffel Tower fame), which resembles an oil derrick.

--the thumbnail is a foot long and a child can stand up in the thumb.

--one eye is 30 inches from one corner to the other corner.

--there is 6 feet between the mouth line and the brow.

--easily 40 people could get into the head at once.

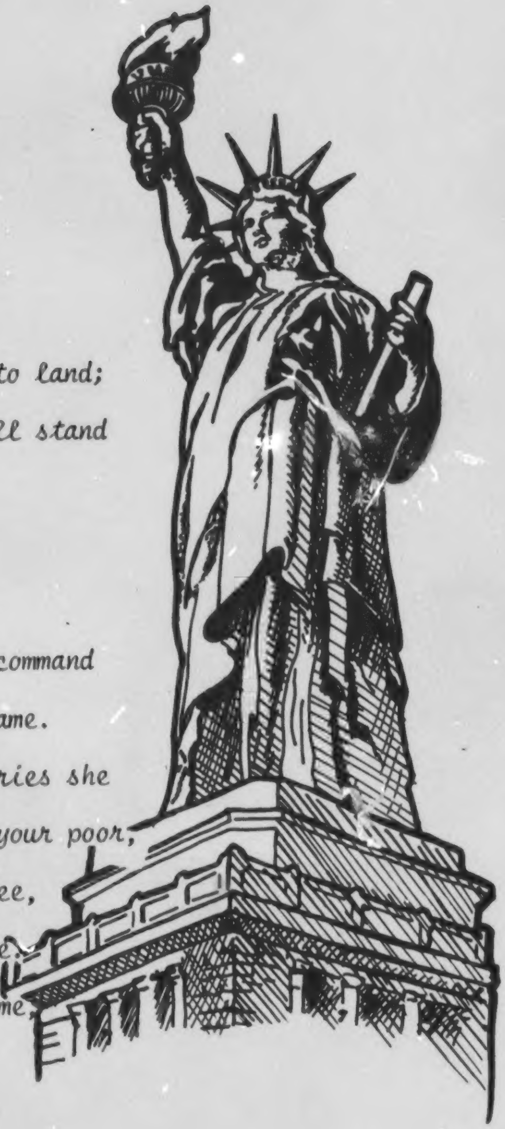
--at one time 20 newspaper reporters were invited to lunch in the KNEE of the Statue.

--the Statue was packed in 214 cases when it was shipped from France to America.

--it took 300 sheets of copper to cover the statue.

BIOGRAPHICAL INFORMATION - Emma Lazarus

Emma Lazarus was born in 1849 and died of cancer in 1887 at the age of 38. She was reared in a family of wealthy Spanish Jews and was very protected from the outside world. Emma rejected her family's traditions and Jewish religion until doing charity work at the immigration center in 1881. She felt she would be helping the "poor beggar class of immigrants" who were seeking refuge. To her amazement, often these people were of high intellect, cultured and only wanted freedom from oppression and a chance to live in peace. It was during this time that she wrote the poem "The New Colossus" to aid the pedestal fund for the Statue of Liberty. A philanthropist, Georgiana Schuyler, had the poem cast in bronze and placed it on the interior wall of the pedestal in 1903. James Russell Lowe wrote to Emma Lazarus: "I like your sonnet . . . much better than I like the statue itself".



THE NEW COLOSSUS

Not like the brazen giant of Greek fame,
  With conquering limbs astride from land to land;
  Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
  Mother of Exiles. From her beacon-hand
  Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
  With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
  The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
  I lift my lamp beside the golden door!"

---Emma Lazarus

STATUE OF LIBERTY

. . . . to make students aware of the price that has been paid for liberty and the symbolism of hope it holds for the world . . . .

1. Discuss with Children:
   - A. What is a statue? In discussion with students, bring out these facts:
     1. a statue is a representation of a living thing (person, animal)
     2. usually of marble or bronze
     3. they are usually ratio proportioned true-to-life, whether statue is large or small.
   - B. Why do we have statues?

     for remembrance
   - C. What statues have you seen?
2. Use color sheet on page # 109 .
3. The following questions could be asked prior to or after reading aloud to the class about the Statue of Liberty.

   If you were the statue . . .

   . . . . how tall would you be?
   . . . . what would you weigh?
   . . . . how old would you be?
   . . . . what would you be made of?
   . . . . what would you be holding?
   . . . . what would be wearing? . . . . etc.

4. Have students think of themselves as the "Statue of Liberty" and personify in creative writing:

   . . . . What could you see from where you stand?
   . . . . What could you feel? (environment)
   . . . . What would you tell new arrivals about America?
   . . . . If you could move or change your location, where would you like to be standing?
5. Have students make a poster, mural, or report on events that were happening when the Statue of Liberty came to America. (June, 1885)

6. Have students make a mini-booklet, add-a-page diary each day:

   "Liberty means to me . . . "
   "Liberty is . . . "
   (being able to go to the movies)

7. Have students make a 3-dimensional diorama of the "Statue of Liberty".

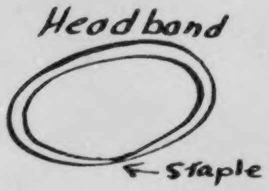
8. Develop the poem, "The New Colossus", as a handwriting assignment.

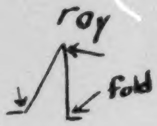
LIBERTY HEADDRESS

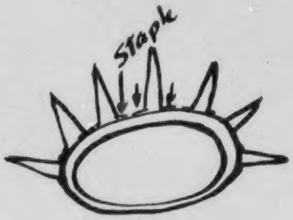
A. Cut oak tag paper into a strip 2 inches wide. Fit it, for length, to the size of the child's head and add approximately 1 inch to lap over for stapling.

B. Cut 7 (1½ inch wide) strips. Make them half the length of the head band plus an inch to fold back for stapling. These seven (7) strips, when folded in half, are the "rays" on the headband.

C. Staple the "rays" around the headband.

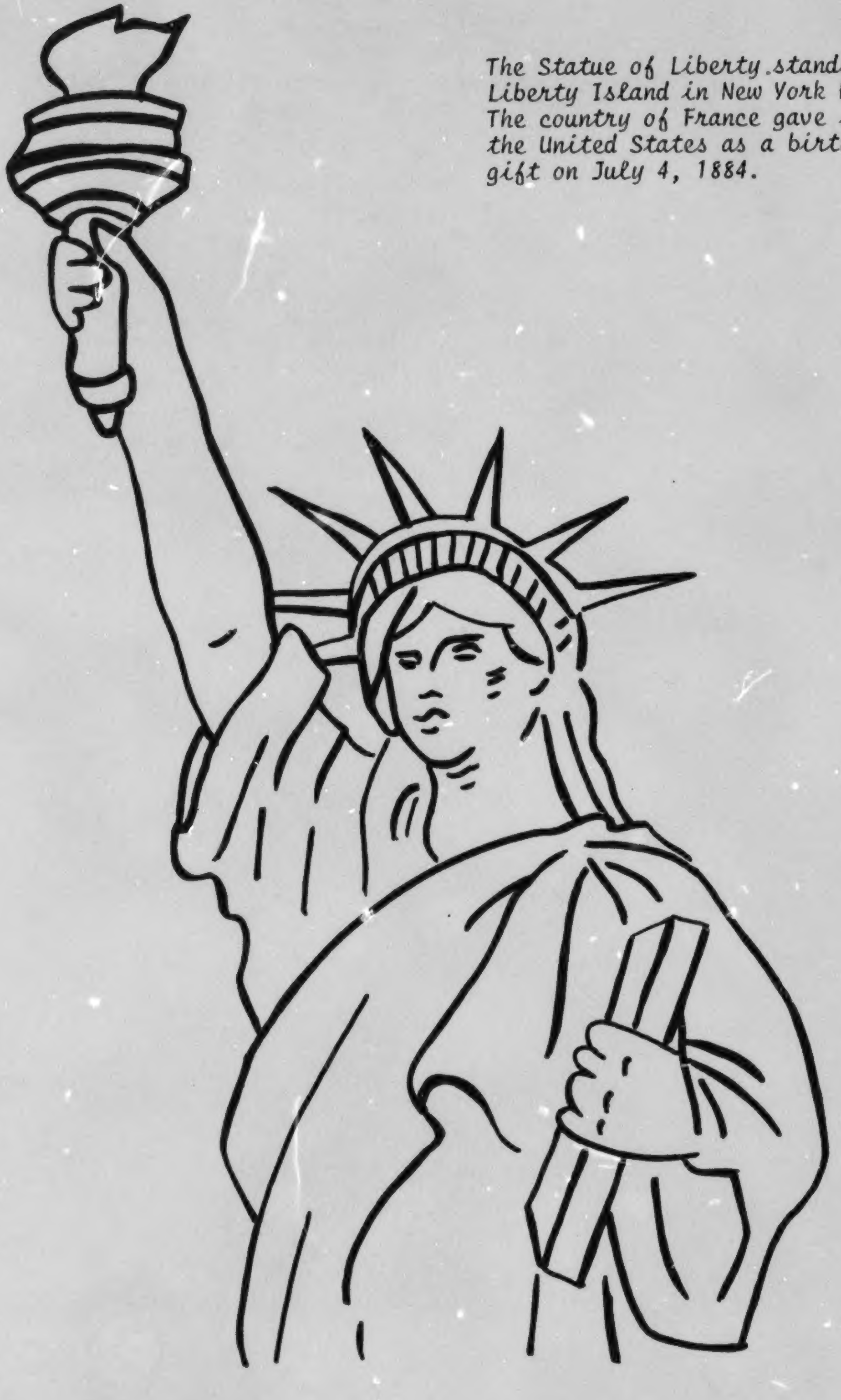






10. Statue of Liberty Puzzle

    Using the picture of the statue from the appendix - or any of the color pages students color - glue firmly to oak tag or poster paper. When dry, cut picture into puzzle shapes. Teacher may laminate. Store in envelope.



The Statue of Liberty stands on Liberty Island in New York Harbor. The country of France gave it to the United States as a birthday gift on July 4, 1884.

STATUE OF LIBERTY

PURPOSE: To familiarize students with the background of the Statue of Liberty.

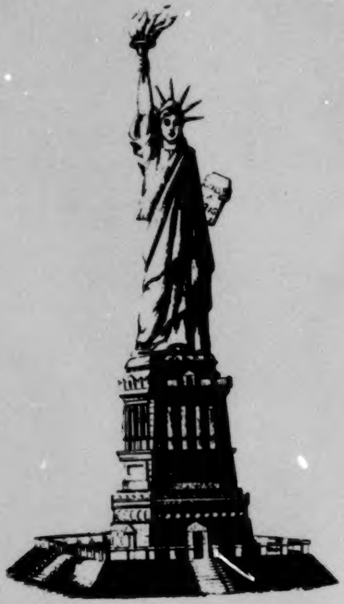
PROCEDURE:

1. Duplicate background sheets on the Statue of Liberty and distribute to students.

2. Tell students that they are to write a personification of the Statue of Liberty, just as if they were really her. They should write in the first-person "I" form. Have them tell where they were born, honors they have received and so on.

3. You may wish to have students write their final form papers on the worksheet titled, "The Statue of Liberty Speaks".

THE STATUE OF LIBERTY SPEAKS



DIRECTIONS: Imagine that you are the Statue of Liberty, suddenly come to life. Using the "I" form tell us about your long life, where you live, what you have seen and so on.

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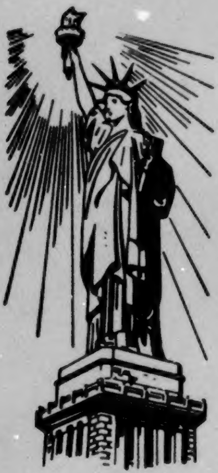
STATUE OF LIBERTY

PURPOSE: To help students understand the poem, "The New Colossus," by Emma Lazarus.

PROCEDURE:

1. Duplicate the worksheet "The New Colossus: Vocabulary".
2. Have students look up and define the fifteen vocabulary words listed.
3. Now have students write and share their original stories and poems.
4. After discussion of the vocabulary words, duplicate and distribute the background sheet, "The New Colossus".
5. Read the poem aloud to the students. If a recording of the song based on this poem is available, you may also want to play it.
6. Now ask students to write one or two paragraphs explaining what this poem means.



PURPOSE: To increase student understanding of the Statue of Liberty and its historical, artistic, and symbolic importance.

PROCEDURE:

1. Duplicate and distribute copies of the worksheet, "The Statue of Liberty: Extensions".
2. Read over the assignments with students, answering any questions.
3. You may wish to assign more than one extension activity.
4. Post the best projects on the bulletin board.

THE NEW COLOSSUS: VOCABULARY

DIRECTIONS: Look up and define the following words from the poem, "The New Colossus" by Emma Lazarus.

1. colossus ______________________________
2. brazen ______________________________
3. limbs ______________________________
4. astride ______________________________
5. imprisoned ______________________________
6. exile ______________________________
7. beacon ______________________________
8. storied ______________________________
9. pomp ______________________________
10. huddled ______________________________
11. yearning ______________________________
12. wretched ______________________________
13. refuse ______________________________
14. teeming ______________________________
15. tempest ______________________________

Now use all of these words in a story or poem of your own. Underline each word as you use it. Be certain that you use the word in such a way that you demonstrate its meaning.

Statue of Liberty: Extensions

DIRECTIONS: Choose one of the following writing assignments. Some may require library research.

1. Write a comparison/contrast paper which relates the modern Statue of Liberty to the ancient Colossus of Rhodes referred to in Emma Lazarus' poem.

2. Imagine that you are the Statue of Liberty and write a first-person welcome to an immigrant just arriving in America. Use the "I" form.

3. Imagine that you are the Statue of Liberty. Look out through her eyes. Exactly what do you see? What have you seen?

4. Write a make-believe resume for the Statue of Liberty. Be sure to include name, place and date of birth, experience, hobbies, references, skills, accomplishments. Obviously you will be making up much of this, but remain true to the image of the statue.

5. The Centennial of the Statue of Liberty is in 1984. Plan a program for the celebration. Actually submit it in program form with a design for the cover, list of speakers, entertainment, and so on.

6. Return the honor France granted us by designing a statue to represent the French contribution to America and to the world. Either write or locate an appropriate poem for the pedestal of your gift.

7. Prepare a short demonstration of repoussé art. You may need to speak with the art instructor or industrial arts teacher to locate materials and more information on the process.

8. Prepare a time line which shows the changes the Statue of Liberty has witnessed in her long life. Include only the major events of the time from 1884 to today, but include a one-sentence explanation of each event. You may wish to put this on poster board so that you have more space. Include illustrations if you wish.

9. Imagine that you are an immigrant to the United States. Tell your story. Explain why you have come to America, where you come from, and describe your feelings as you first see the Statue of Liberty beckoning you to your new home. Use the "I" form.

10. Prepare a large poster illustrating the Statue of Liberty. Include information from the background sheet which tells how large the statue is and what the different parts of the statue and its pedestal symbolize. You should also include the inscription on the pedestal. Be sure that your statue is accurate by using an opaque projector to project one of the pictures on your posterboard.

EAGLE

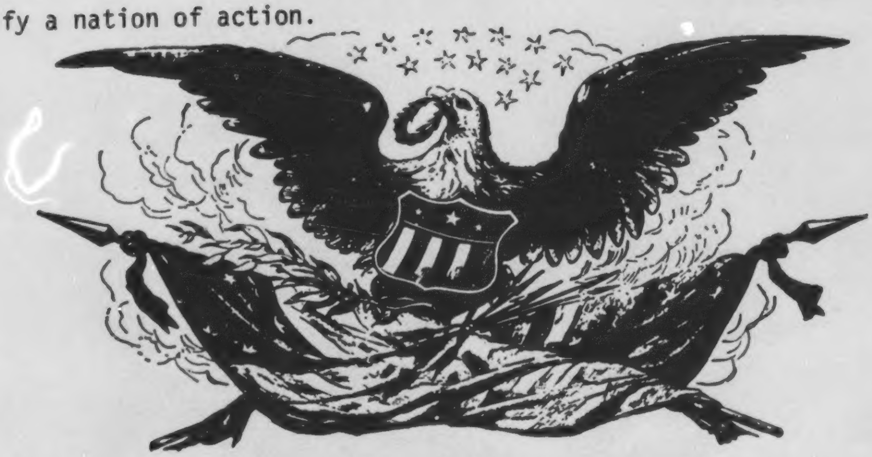
BACKGROUND INFORMATION:

Benjamin Franklin, John Adams, and Thomas Jefferson were a committee to select and design a seal for the United States. Several were designed, but William Barton designed the final seal using a bald eagle, arrows of war, olive branch of peace and a banner reading, "*E Pluribus Unum*" (one out of many).

In 1782, the United States Congress chose the bald eagle as the national emblem, but it was not until June, 1941, that this magnificent bird was protected by Federal law. The eagle is a symbol of power, courage, and freedom.

Eagles are used extensively in the decor of the White House. The bald eagle is pictured on our Great Seal, the President's flag, paper money and coins.

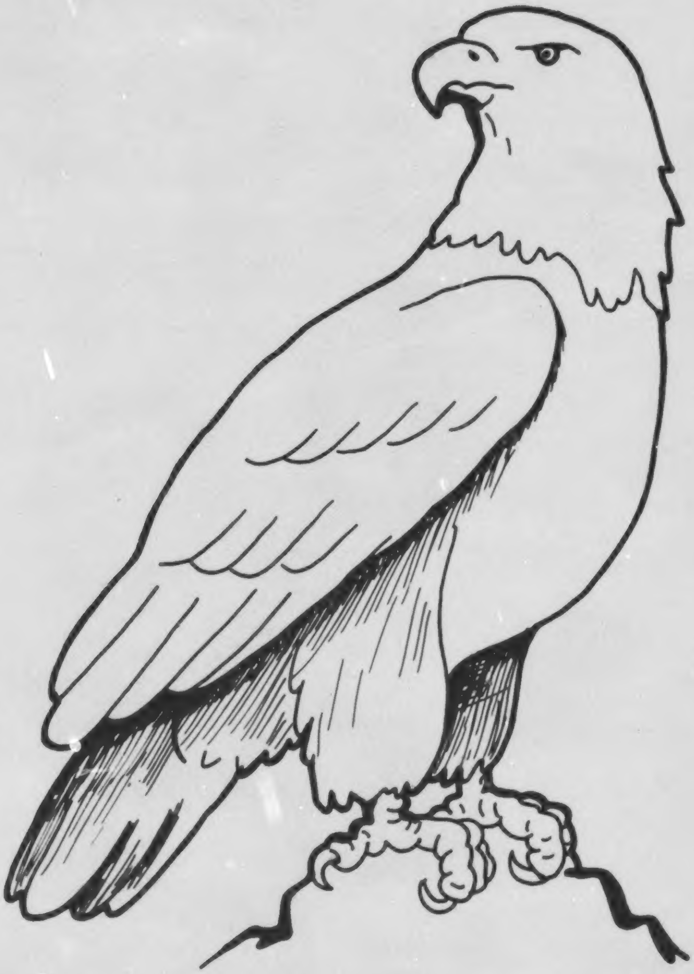
The eagle, a symbol of supreme power and authority, always has been known for its extreme courage, strength, and mobility. The eagle never seeks a battle with weaker or smaller birds. It is most liberal and free of heart. He shares his food with others. His spread wings signify a nation of action.



EAGLE

. . . . to make students aware of the eagle as a national symbol and the part it has played in our national history . . . .

1. Do research and discuss with students . . .
    - a. characteristics of eagle.
    - b. where can they be found?
    - c. why are they considered an endangered species?
    - d. how many different species of eagles are there?
    - e. when was the bald eagle first used in our national history?
    - f. when did the bald eagle become a national symbol?
2. Color picture using pattern on page # 117 .
3. Have students make a conservation button for the eagle; "Save Our Eagle" etc. using the "Lapel Button" form in Appendix # 596 .
4. Students may do a graph picture using ordered pairs of numbers on page # 118 and blank grid on page # 605 .
5. Tissue-paper eagle using pattern on page # 117 . See directions in Uncle Sam page # 92 .
6. Clip Collage: Have students look for and cut out pictures of eagles from newspapers, magazines, etc. Make a classroom collage showing the different ways an eagle is represented.
7. Hidden Picture: Have students follow directions on picture and search for the eagle.
8. Have students research the state's bird. (See Oklahoma Coloring Book); have students check their city for a symbol; their school mascot or symbol.



BALD EAGLE

GRAPH-A-PICTURE

SOARING IS MY GAME!

Directions: The first column of numbers is vertical (↕) on the grid. The top part of the vertical line is positive (+) and the lower part is negative (-). The second column of numbers is horizontal (⟷) on the grid. The right side of the line is positive (+) and the left side is negative (-).

+ ↕ -	- ⟷ +
13	- 1
11	- 3
11	- 1
9	- 1
9	- 4
11	- 6
11	- 8
0	-20
1	-18
0	-18
1	-16
0	-16
1	-14
0	-14
1	-12
0	-12
1	-10
0	-10
1	- 8
0	- 8
1	- 6
0	- 6
1	- 4
0	- 4
1	- 2
8	- 2
9	- 1
Lift	
1	- 2
- 1	- 2
- 2	- 3
- 4	- 3
- 4	- 1
- 2	0
- 2	1
- 4	2
- 4	4
- 2	4
- 1	3
1	3
8	3

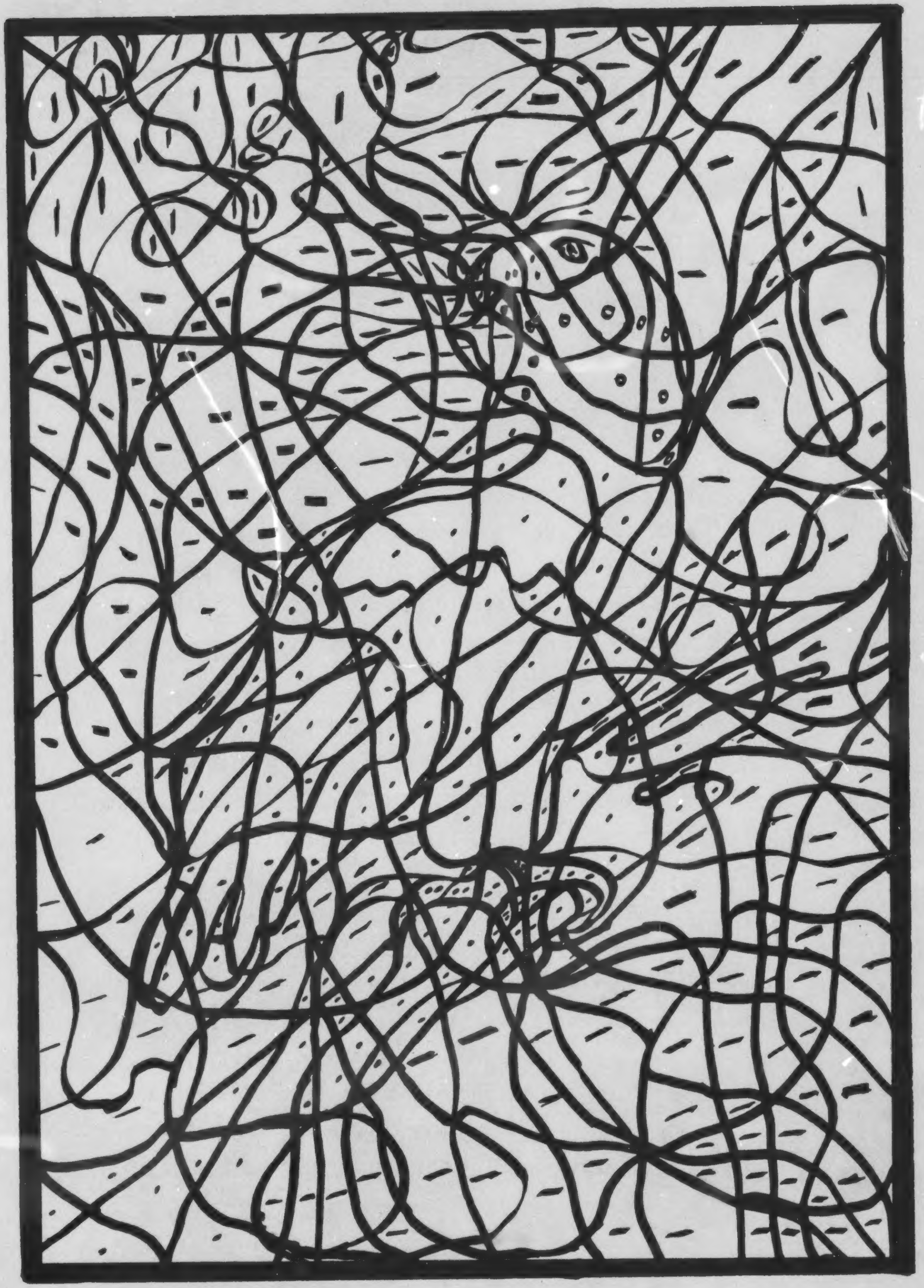
+ ↕ -	- ⟷ +
9	2
12	2
13	1
13	- 1
Lift	
9	2
9	5
11	7
11	9
20	0
18	1
18	0
16	1
16	0
14	1
14	0
12	1
12	0
10	1
10	0
8	1
8	0
6	1
6	0
5	1
5	0
4	1
Lift	
1	- 2
- 4	- 5
- 4	- 3
Lift	
- 4	- 1
- 4	2
Lift	
- 4	4
- 4	7
1	3

+ ↕ -	- ⟷ +
Lift	
- 7	-12
-12	-12
-12	- 9
-11	- 9
-11	-11
-10	-11
-10	- 9
- 9	- 9
- 9	-11
- 8	-11
- 8	- 9
- 7	- 9
- 7	-12
Lift	
- 7	- 7
-12	- 7
-12	- 6
-10	- 6
-10	- 5
-12	- 5
-12	- 4
- 7	- 4
- 7	- 7
Lift	
- 8	- 6
- 9	- 6
- 9	- 5
- 8	- 5
- 8	- 6
Lift	
- 7	- 2
-12	- 2
-12	2
-10	2
-10	3
- 9	3
- 9	0
-10	0

+ ↕ -	- ⟷ +
-10	1
-11	1
-11	- 1
- 8	- 1
- 8	2
- 7	2
- 7	- 2
Lift	
- 7	5
-12	5
-12	8
-11	8
-11	6
- 7	6
- 7	5
Lift	
- 7	10
-12	10
-12	13
-11	13
-11	11
-10	11
-10	13
- 9	13
- 9	11
- 8	11
- 8	13
- 7	13
- 7	10
Lift	

Draw in eye and claws.

FIND THE HIDDEN PICTURE



..	Orange	.	Brown
o	White	-	Blue

EAGLE

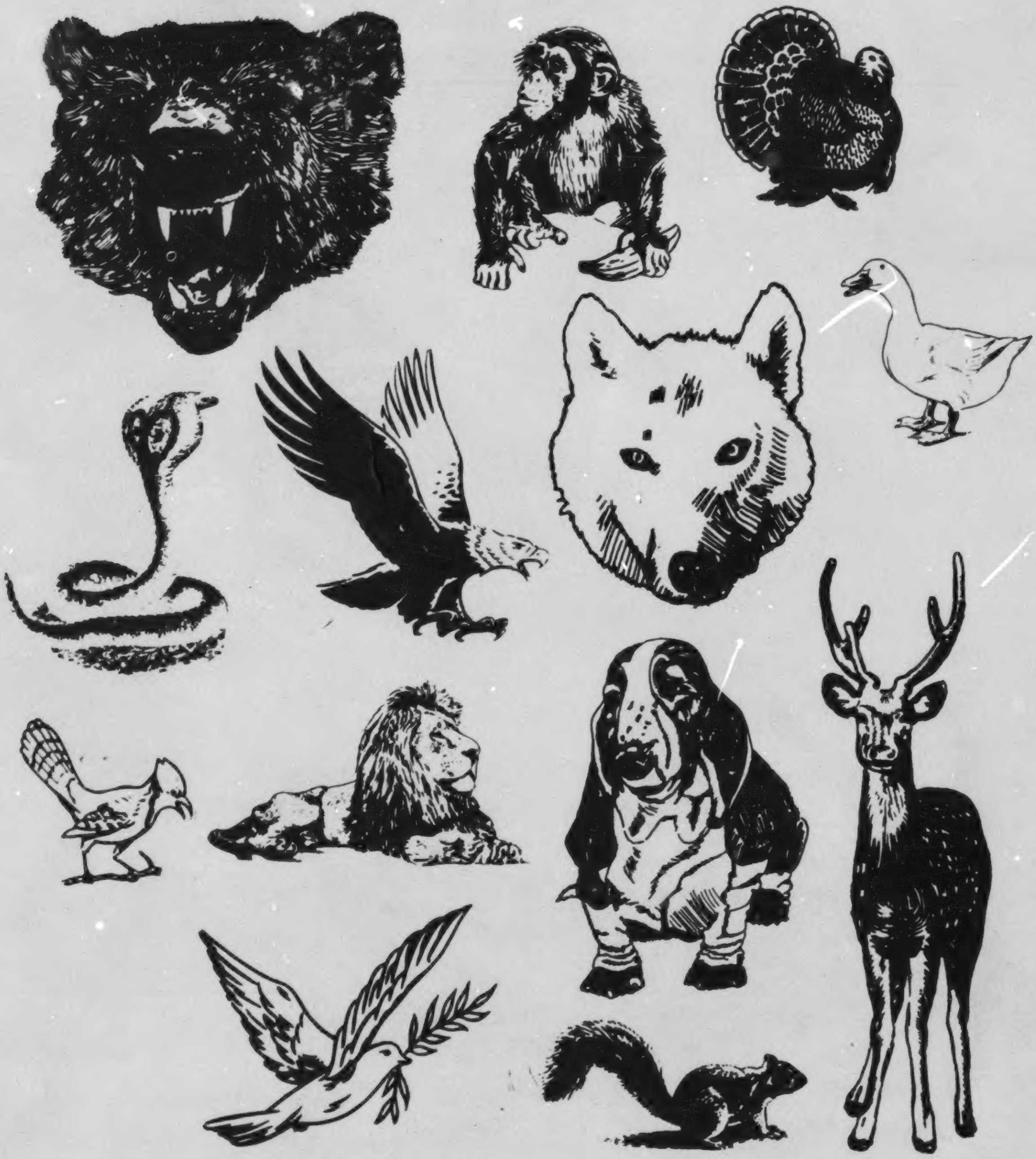
PURPOSE: To make students aware of the qualities associated with the eagle which led to its being chosen one of our national symbols.

PROCEDURE:

1. Introduce the students to the idea of characteristics associated with animals. For example, mention that we say things like "sly as a fox," "wise as an owl," "meek as a mouse".
2. Then distribute the worksheet, "Animal Characters," page 121 .
3. Divide students into pairs and tell them that they are to list personality traits that might be associated with each animal pictured. They should think carefully about how each animal lives, how it looks, folk stories that have grown up around the animal and so on.
4. After students have listed traits for all animals, assign one of the following topics for a short writing assignment:
   a. Why the Eagle is a better symbol for the United States than ______________________________.
   b. Why I think ____________________________ is a better symbol for the United States.
5. You may also wish to have students personify the Eagle in poetry or prose. This is an ideal topic for a bragging paper. Much native American literature uses the boasting format and the Eagle certainly has much to boast about. You might suggest that students begin with some such phrase as "I am the strongest, the swiftest. High above the world, I watch and see all - even the trembling heartbeat of the fieldmouse" and so on.

ANIMAL CHARACTERS

DIRECTIONS: For each of the animals pictured below, list five or six "personality" or "physical" traits associated with that animal. Be specific. Look for just the right word to describe the character of your creatures.



EAGLE

PURPOSE: To make students aware of the qualities of the American nation symbolized by the bald eagle.

PROCEDURE:

1. Duplicate background sheets and worksheet, "An Eagle-tistic Declaration," page 123 . Distribute to students.
2. Read over background with students and tell them they will write a personification using the worksheet.
3. You may wish to require students to use a formula poem such as the diamante in the appendix since this form is especially good for descriptive writing.

AN EAGLE-TISTICAL DECLARATION

DIRECTIONS: Imagine that you are the brave, strong, swift eagle so well known as a symbol of the United States. You may write a story or a poem, but be sure you boast about yourself!

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UNITED STATES NATIONAL MOTTO

BACKGROUND INFORMATION:

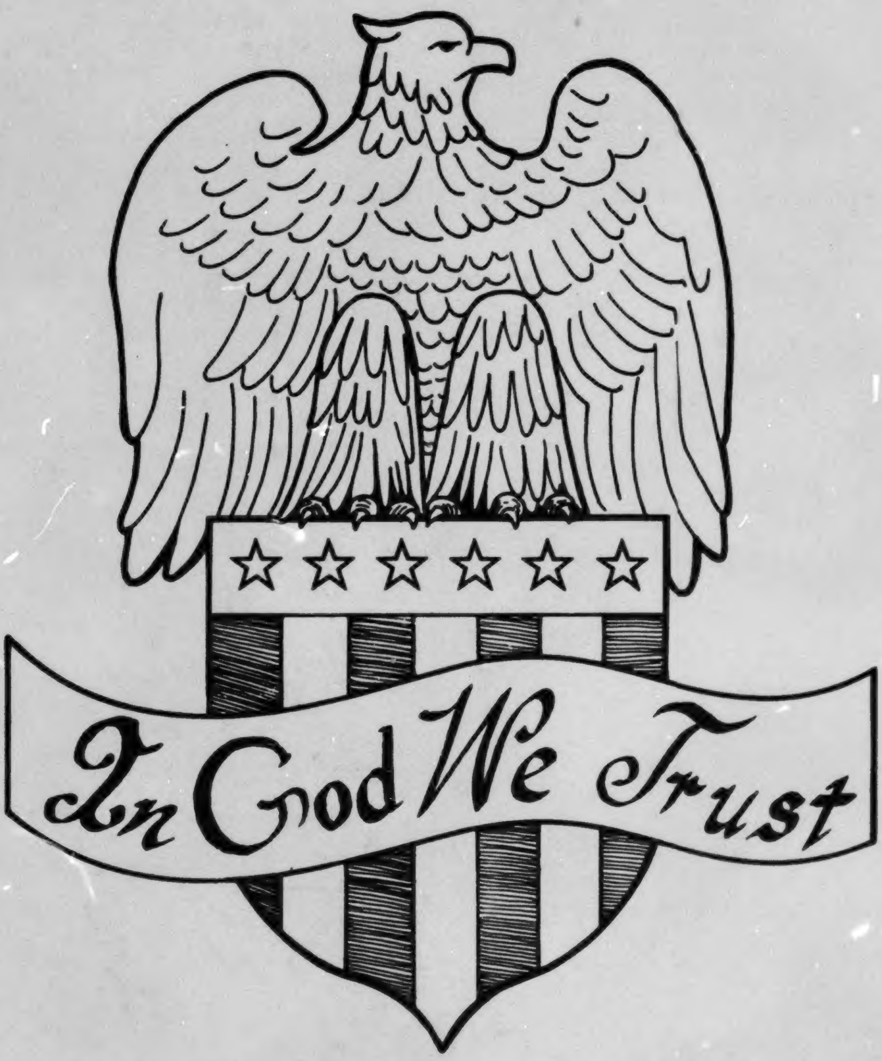
"In God We Trust," is the national motto of the United States. You will find the motto *"In God We Trust"* on coins, first appearing as early as 1864. In 1956, Congress made this phrase the official motto. Its origin is not certain, but it probably was adapted from the fourth verse of the "Star-Spangled Banner" --- "And this be our motto: *'In God is our Trust'*".

NOTE OF INFORMATION: *E Pluribus Unum*

Many people believe that this is the United States Motto, however, *E Pluribus Unum* is the Latin motto found on the face of the Great Seal of the United States. This phrase translates "one out of many". Benjamin Franklin, John Adams, and Thomas Jefferson, members of the first committee for the selection of the seal, recommended this motto in 1776, as it refers to the creation of one nation, the United States, out of the thirteen colonies. Since 1873, it has been required by law that this motto appear on one side of every United States coin that is minted. *E Pluribus Unum* can be traced back to Horace's Epistles.

E PLURIBUS UNUM

UNITED STATES NATIONAL MOTTO


In God We Trust

MOTTO

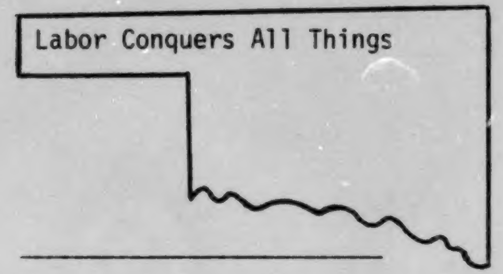
. . . . to make students aware of our national motto

and the uses that are made of it . . . .

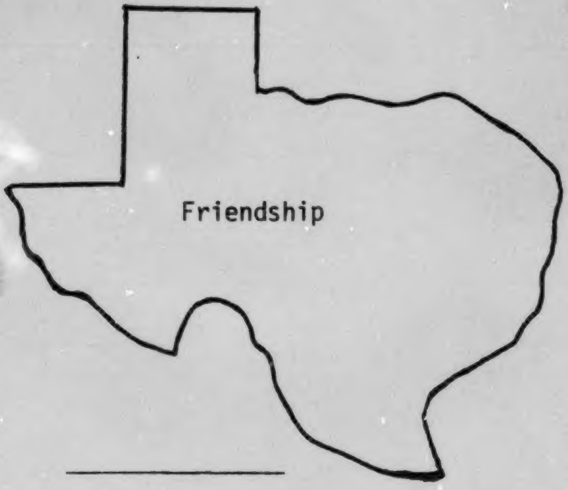
1. Discuss the motto and the word "trust" (belief).
2. Discuss the uses of mottos in advertising, organizations (Boy Scouts, "Be prepared") etc.
3. Students may write their personal motto on the license tag of the picture of a moped found in Appendix, page 595 .
4. Have students work "Motto Messages" page 129 . Students may research other state mottos (list found in appendix, page 639-40.) Let students select a state and together compile a state motto chart using United States map, yarn and a paper banner.
5. Have students check their school motto, or they may develop school or classroom motto. Students may develop a school pennant with motto using the worksheet in Appendix, page 603 .

"MOTTO MESSAGES"

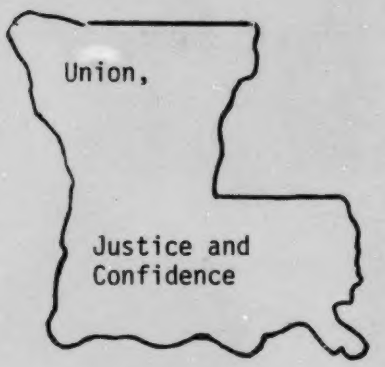
Identify each state's motto. The shape of the state may give you a clue.


Labor Conquers All Things

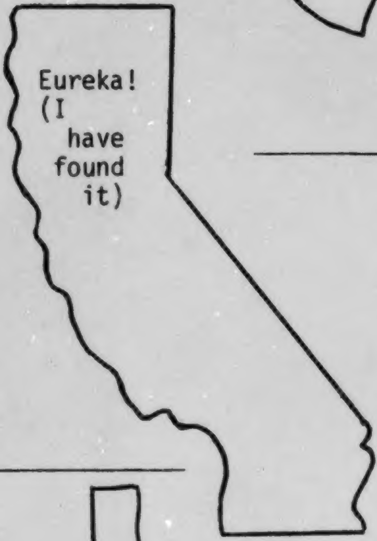
____


Friendship

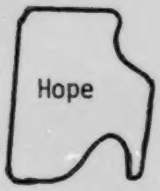
____


Union,
Justice and Confidence

____


Eureka! (I have found it)

____



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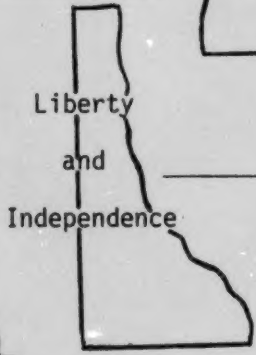
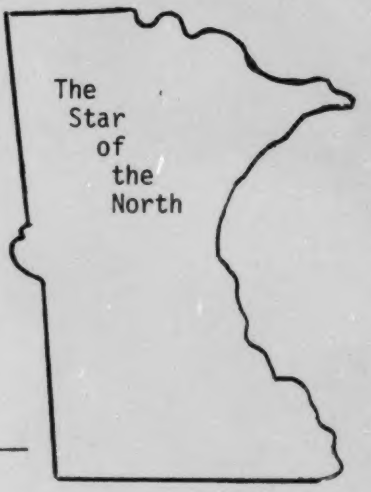
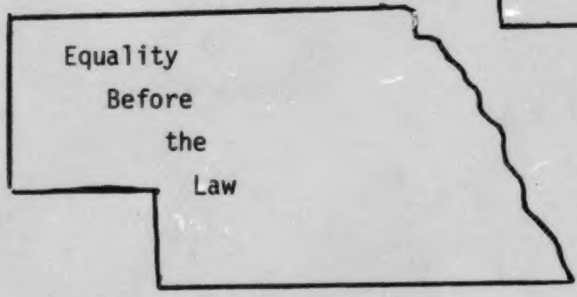

Liberty
and
Independence

____

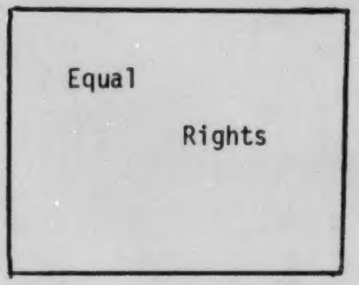

The Star of the North

____


Equality Before the Law

____

____


Equal
Rights

MOTTO MESSAGES

Key

Oklahoma	Labor Conquers All Things
Texas	Friendship
Louisiana	Union, Justice and Confidence
California	Eureka!! (I have found it)
Minnesota	The Star of the North
Rhode Island	Hope
Delaware	Liberty and Independence
Nebraska	Equality Before the Law
Wyoming	Equal Rights

UNITED STATES MOTTO

PURPOSE: To help students develop their own motto.

NOTES TO THE TEACHER: Mottos appear all around us, some of high noble purpose and others which seem merely silly. You may wish to discuss the idea of a motto before mentioning specifics.

PROCEDURE:

1. Discuss the United States motto, "In God We Trust." Ask students if they know of other mottos. Some which may come to mind are "All for One and One for All" or "Strength from Unity". Suggest that students also think of mottos from advertising such as "Building a better tommorow today" or "We do it all for You". Help students understand that a motto is much like a slogan.

2. Have students work in small groups to prepare a collage of mottos or slogans. These should all be mounted on poster board for bulletin board display. Make certain that students include more than just advertising slogans. They should research mottos of organizations, states and countries, etc. also.

3. Once all the mottos have been displayed, have students write a motto for themselves. Suggest that they keep the motto short -- no more than a sentence and maybe even just one word. Duplicate the Lapel Button form in the Appendix, page 596 and have students illustrate their individual mottos on the form. You may wish to have students share their mottos with the class and explain why they chose their particular motto. You may also use the form for a bulletin board display.

12

THE AMERICAN'S CREED

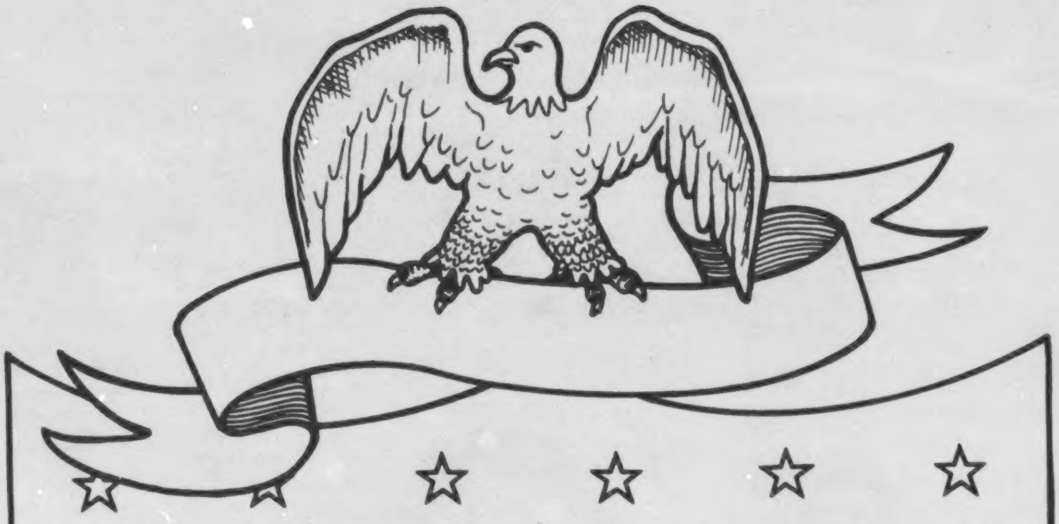
* * *

BACKGROUND INFORMATION:

An American, Henry S. Chapin thought that there should be a creed or guideline emphasizing the duties and obligations of citizenship. President Wilson approved of the idea and the American press held a contest, open to all Americans to "secure the best summary of the political faith of America". Proud of its historical traditions, Baltimore, Maryland, offered a prize of $1,000 to the winner. As described from a page taken from the House Document No. 416, 69th Congress, 1st Session, 1956, it states:

"William Tyler Page (1886-1942) of Friendship Heights, Maryland, a descendant of President Tyler and also of Carter Braxton, one of the signers of the Declaration of Independence," won the contest that was judged by the most famous literary names of that era. No doubt, Mr. Page's experience certainly helped him to summarize the political faith of America, as he became a "page in the House of Representatives" at the age of 13, "served as a Clerk of the House from 1919 to 1932, and as Minority Clerk of the House from 1932 until his death in 1942".

The American's Creed as written by William Tyler Page was adopted by Congress on April 13, 1918.



"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign nation of many sovereign States, a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes."

"I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

---William Tyler Page

THE AMERICAN'S CREED

. . . . make students aware there is a symbol outlining the duties and obligations of citizenship . . . .

1. Read and discuss the American's Creed with students. See page 135 .
2. Through discussion the definition of the word creed leads to "a statement of belief".
3. Students may develop a creed for their school or classroom. Using the blank shield, students may select a design to place at the top of the shield.
4. Students may work the word find using vocabulary of the creed.

Justice

Equality

Freedom

Liberty

I BELIEVE . . .

```
A E L B A R A P E S N I B G Z U W C D D V U Y J W
H A V E F U N E A T T H O E B N E A E C H T O A D
Y A L O V E Y O D I D V Y O U I G O F T O T L H E
M C O V I E S P V E E S J T E O R D E A Y I H A V
E A A N E W C L Y R A R U A N N D I N T I Y N A M
S N O R T M A E N D E O S N A M O N D A Y F O U R
P S C O C R B E E A N D T T S E A M E R I C A N V
E A N Y E O D A R S A G I O O U R F O R E F A T H
E R T S B R M O U G H O C T F O R C O N S E N T D
Q T H R O N T E H I N S E C O N T I N E N T A N U
U E W N I A T I D O N W E R R E Y Y O U P T H E T
A R E W H O E N A D E S P E O K T E T O R A L L Y
L T C O U N T R Y H E P P E O R I P L E I W E W E
I N T T O H A W A I I U L A O S N T Y E N A R T A
T I A M G L A D T H B A T P I C A N S T C Y C H O
Y E V E I L E B M L E A P N D R M E S T I E T H I
S S U M M E R A I N D U G E T T U O R E P S T A L
L F P E R F E C T O S R T W O D H A Y S L D I D Y
O U G O T O T H E Z O O T H I S S U E N E M I E S
M N G I E R E V O S E R B E E N P R L A Y I N S G
B A S E B A L L G A L F S O F T A N D P O W E R S
S W E E T A R E F R E E D O M M A R S H M T E L L
O E C I F I R C A S W S U G H T H O U G A H I T C
A N T A S T E G O O D W H E N R O A S T E D O V E
R A C A M P F O N E I R E O N A D A S R R N I G H
```

Find the following vocabulary words of the American's Creed:

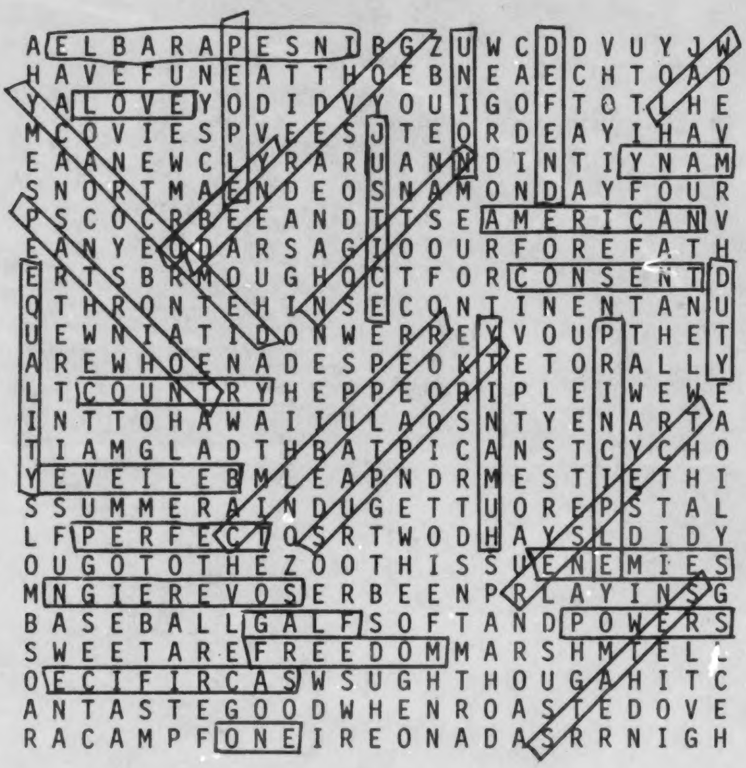
BELIEVE
CONSENT
COUNTRY
DEFEND
DUTY
DEMOCRACY
ENEMIES
EQUALITY

FLAG
FREEDOM
GOVERNED
HUMANITY
INSEPARABLE
JUSTICE
LOVE
MONEY

LAW
NATION
OBEY
ONE
PEOPLE
POWERS
PRINCIPLE
PERFECT

PATRIOT
RESPECT
REPUBLIC
SACRAFICE
SUPPORT
SOVEREIGN
UNION
AMERICAN

Teacher's Key to "I Believe . . ." word find.



```
A E L B A R A P E S N I B G Z U W C D D V U Y J W
H A V E F U N E A T T H O E B N E A E C H T O A D
Y A L O V E Y O D I D V Y O U I G O F T O T L H E
M C O V I E S P V E E S J T E O R D E A Y I H A V
E A A N E W C L Y R A R U A N N D I N T I Y N A M
S N O R T M A E N D E O S N A M O N D A Y F O U R
P S C O C R B E E A N D T T S E A M E R I C A N V
E A N Y E O D A R S A G I O O U R F O R E F A T H
E R T S B R M O U G H O C T F O R C O N S E N T D
Q T H R O N T E H I N S E C O N T I N E N T A N U
U E W N I A T I D O N W E R R E Y V O U P T H E T
A R E W H O E N A D E S P E O K T E T O R A L L Y
L T C O U N T R Y H E P P E O R I P L E I W E W E
I N T T O H A W A I I U L A O S N T Y E N A R T A
T I A M G L A D T H B A T P I C A N S T C Y C H O
Y E V E I L E B M L E A P N D R M E S T I E T H I
S S U M M E R A I N D U G E T T U O R E P S T A L
L F P E R F E C T O S R T W O D H A Y S L D I D Y
O U G O T O T H E Z O O T H I S S U E N E M I E S
M N G I E R E V O S E R B E E N P R L A Y I N S G
B A S E B A L L G A L F S O F T A N D P O W E R S
S W E E T A R E F R E E D O M M A R S H M T E L L
O E C I F I R C A S W S U G H T H O U G A H I T C
A N T A S T E G O O D W H E N R O A S T E D O V E
R A C A M P F O N E I R E O N A D A S R R N I G H
```

AMERICAN CREED

PURPOSE: To help students understand the meaning of the American Creed.

NOTES TO THE TEACHER: As a variation, you may want to have students work on this explanation as a small group activity. Young students especially, may need to work in groups.

PROCEDURE:

1. Duplicate the worksheet, "American's Creed: Explanation".
2. Read directions to students and answer any questions students may have about the assignment. This is actually a paraphrase. Caution students to write their explanation in such a way that it makes sense when read as a whole.
3. Have students share in small groups and select the best explanation written by group members to be read aloud to the whole class.

American's Creed: Explanation

DIRECTIONS: In the space provided at the right, explain the meaning of each line on the left by using your own words. You may use a dictionary, but reword any definition so that everything on the right is original to you.

I believe ____________________

in the United States of ____________________

America ____________________

as a government ____________________

of the people, ____________________

by the people, ____________________

for the people; ____________________

whose just powers ____________________

are derived ____________________

from the consent ____________________

of the governed; ____________________

a democracy ____________________

in a Republic; ____________________

a sovereign nation ____________________

of many sovereign States, ____________________

a perfect Union, ____________________

one and inseparable; ____________________

established ____________________

upon those principles ____________________

of freedom, ____________________

equality, ____________________

justice, ____________________

and humanity ____________________

for which American patriots ____________________

sacrificed ____________________

their lives and fortunes. ____________________

I therefore believe ____________________

it is my duty ____________________

to my country ____________________

to love it; ____________________

to support its Constitution; ____________________

to obey its laws; ____________________

to respect its flag; ____________________

and to defend it ____________________

against all enemies. ____________________

---William Tyler Page

Equality
Freedom
Justice
Liberty

AMERICAN'S CREED

PURPOSE: To lead students to develop their own creed.

NOTES TO THE TEACHER: Creeds are usually associated with a statement of religious faith, such as the Apostles' Creed (Mark 8:29; Acts 8:36-38; Romans 10:9; I Corinthians 12:3) or the Nicene Creed.

PROCEDURE:

1. Duplicate and distribute a copy of the background information on "The American's Creed".

2. Read and discuss. You may wish to assign students to bring in other creeds to add to discussion. Even some modern songs are statements of belief and might qualify as a creed.

3. Once students seem to understand what a creed actually can be, assign each student to write his/her own creed. Students may wish to be very serious with this assignment, but many more also wish to write a satiric creed. Possible topics might include:

   A Student's Creed
   A Politician's Creed
   A Policeman's Creed
   A Daydreamer's Creed
   A Substitute Teacher's Creed
   A Housewife's Creed
   A Delinquent's Creed
   A Parent's Creed

   Encourage students to write either the serious or satiric creed, since even a negative creed would fulfill this assignment.

4. Decide, after reading the papers yourself, whether or not students should share their creeds. Some creeds may be so personal that group sharing would make individual students uncomfortable. This must be one of those cases in which teacher discretion must be used.

AMERICAN'S CREED

PURPOSE: To familiarize students with difficult vocabulary words in the "American's Creed".

PROCEDURE: Using the worksheet, "Metaphorical Definitions," page 42 . assign metaphorical definitions of the following words:

freedom
justice
patriot
law
equality
humanity
respect
duty

Refer to directions for using the worksheet, already given on page 40 .

GREAT SEAL
OF THE UNITED STATES

BACKGROUND INFORMATION:

One of the earliest concerns of Congress was to provide for a seal to symbolize American sovereignty. On the same day that Congress agreed to the Declaration of Independence, July 4, 1776, it appointed Benjamin Franklin, John Adams, and Thomas Jefferson - three of the members of the committee which had drawn up the Declaration - as "a committee to bring in a device for a seal of the United States of America." The committee sought the advice of Pierre Eugene du Simitiere, a Philadelphia artist, and each of the four men drew up a design.

Benjamin Franklin's design showed Moses lifting his hand and the Red Sea dividing, with the waters overwhelming Pharoah in his chariot. It carried a popular Revolutionary motto, "Rebellion to tyrants is obedience to God."

Thomas Jefferson proposed an image of the children of Israel in the wilderness, led by a cloud by day and a pillar of fire by night. For the reverse side he chose a design showing the Saxon chiefs Hengist and Horsa to represent America's English forebears and its Anglo-Saxon political heritage.

John Adams suggested using an engraving depicting Hercules with allegorical figures, representing Virtue and Sloth, asking him to choose between them.

Du Simitiere's design showed a collection of shields bearing the coats of arms for the major nations from which the colonists had originally come. It also included an American rifleman on one side of the shields and the Goddess of Liberty on the other.

The design finally reported to Congress on August 20, 1776, was Du Simitiere's, with 19 shields: six representing England, Scotland, Ireland, France, Germany, and Holland, and 13, surrounding them and linked by a chain, "for each of the thirteen independent States of America". On the sinister, or left, side of the shields was the Goddess of Justice, replacing the rifleman, and on the dexter, or right, the Goddess of Liberty. The crest was "The Eye of Providence in a radiant Triangle whose Glory extends over the Shield and beyond the Figures". Beneath was the motto, *E Pluribus Unum* (from many, one). Franklin's design was accepted for the reverse of the seal. The Congress, however, did not favor the committee's report and it was tabled.

Almost four years later, the report was referred to a new committee which consisted of James Lovell, of Massachusetts; John Morin Scott, of New York; and William Churchill Houston, of New Jersey. They enlisted the aid of Francis Hopkinson, treasurer of the Continental Congress, and prepared a design bearing "On one side the arms of the United States as follows: The shield charged on the field azure with 13 diagonal stripes alternaterouge and argent. Supporters, dexter a warrior holding a sword; sinister a figure representing peace bearing an olive branch. The crest - a radiant constellation of 13 stars. The motto, *Bello vel paci* (by war or by peace); The legend round the achievement, *The great seal of the United States of America,*" and "On the Reverse: The Figure of Liberty seated in a chair holding the staff and cap. The motto, '*virtute perennis*' (by virtue always); underneath MDCCLXXVI." This recommendation also proved unacceptable to Congress.

Early in 1782, Arthur Middleton, of South Carolina; Elias Boudinot, of New Jersey; and John Rutledge, of South Carolina, were appointed by Congress as a new committee to design a seal. They consulted William Barton of Philadelphia, who prepared two designs. The committee reported the second to Congress. It was a very elaborate design, with a shield bearing 13 horizontal white and red stripes (seven white and six red), with a blue border containing 13 stars. In the center of the shield was a yellow panel, framing a Doric column on which a phoenix was rising from flames. On the dexter side stood the "Genius" or Goddess of America, supporting the shield with one hand and holding a dove with the other. On the sinister side the shield was supported by a soldier in Continental uniform, holding a lance in his other hand. The crest was a gold helmet wearing a green liberty cap. Over this was an eagle holding in its right talon a sword with a laurel wreath suspended from the point, and in its left talon an American flag. Above the crest was the motto, *In Vindiciam Libertatis* (in the vindication of Liberty), and under the arms, *Virtus Sola Invicta* (virtue alone is invincible). The design on the reverse of the seal was an unfinished pyramid of 13 steps, above which, in a glory, was an eye representing the all-seeing eye of God. The motto, *Deo Favente* (God favoring), was to be either above, in a scroll, or in the margin, and *Perennis* (eternal) underneath the pyramid. After considering the report, Congress referred it to the secretary of Congress, Charles Thomson.

Thomson accepted Barton's device for the reverse with only minor changes. He changed the mottoes to *Audacibus annue coeptis* (favor my daring undertaking) and *Magnus ab integro seclorum nascitur ordo* (the great series of ages begins anew). Both are quotations from Virgil. He placed the date MDCCLXXVI on the base of the pyramid, and he put the eye in a triangle, surrounded by a glory.

He redesigned the obverse completely. He took the eagle from Barton's design and made it the main part of his device, changing it from the familiar crested eagle of heraldry to an American eagle, and making it "rising" rather than "displayed" (with expanded wings). On the breast of the eagle was a shield with 13 alternate red and white stripes in the form of chevrons, six on one side, and seven on the other. In its dexter talon the eagle held an olive branch and in its sinister talon a bundle of arrows. Above its head was a constellation of 13 stars, "surrounded with bright rays and at a little distance clouds." The motto *E Pluribus Unum* was written on a scroll in the eagle's beak. Thus all three of the previous reports contributed to Thomson's proposal:

> The first contributed the motto, *E Pluribus Unum*, the date MDCCLXXVI, and the eye of Providence, the date and the eye being made part of the design on the reverse of the seal.
>
> The second contributed the constellation of 13 stars, the shield, the alternate red and white stripes (undoubtedly inspired by the flag), and the olive branch.
>
> The third contributed the eagle and the bundle of arrows.

Thomson sent the design back to Barton, who changed the red and

white chevrons to vertical stripes with a blue chief. He returned the American eagle to the "displayed" position, explaining: "The Eagle displayed is an Heraldical Figure, and being borne in the Manner here described, supplies the Place of Supporters & Crest," and he specified that there should be 13 arrows in the bundle in the eagle's talon. Thomson and Barton both made final minor changes, wrote descriptions and sent their joint effort to Congress, which promptly accepted it.

The description of "the device for an armorial achievement and reverse of the great seal of the United States in Congress assembled" as adopted by the Continental Congress on June 20, 1782, was as follows:

> "ARMS. Paleways of thirteen pieces, argent and gules; a chief, azure; the escutcheon on the breast of the American eagle displayed proper, holding in his dexter talon an olive branch, and in his sinister a bundle of thirteen arrows, all proper, and in his beak a scroll, inscribed with this motto, '*E Pluribus Unum*'.
>
> "For the CREST. Over the head of the eagle, which appears above the escutcheon, a glory, or, breaking through a cloud, proper, and surrounding thirteen stars, forming a constellation, argent, on an azure field.
>
> "REVERSE. A pyramid unfinished. In the zenith, an eye in a triangle, surrounded with a glory proper. Over the eye these words, '*Annuit Coeptis*' (he has prospered our undertakings). On the base of the pyramid the numerical letters MDCCLXXVI. And underneath the following motto, '*Novus Ordo Seclorum*' (a new order of the ages)."

Thomson's own explanation of the seal states that the red and white stripes of the shield represent the States, who support the chief of blue, which represents Congress. The colors are those used in the flag of the United States with white signifying purity and innocence, red signifying hardiness and valor, and the blue signifying vigilance, perseverance, and justice. The olive branch and the arrows signify the powers of peace and war, which are exclusively vested in Congress. The constellation symbolizes a new state taking its place and rank among sovereign powers. The escutcheon is born on the breast of the American eagle without any other support to denote that the United States of America ought to rely on their own virtue. On the reverse side, the pyramid signifies strength and duration. The eye over it and the motto allude to the interpositions of Providence in favor of the United States. The date underneath is that of the Declaration of Independence, representing a new beginning for all.

Traditionally, the coat of arms of the reigning house represents the coat of arms for a nation. The Congress, however, sought a symbol which would represent the ideals of the republic which it symbolized. While the features of the seal were familiar to those who knew heraldry, these same features were also known to the people generally, since each had appeared on various coins, currency, flags and seals in the colonies.

The seal has been cut in dies seven times, with the seventh currently in use. Many of the earlier dies are on permanent display in the State Department Building in Washington, D. C. Although the die itself is sometimes referred to as the seal, the seal of the United States is actually the impression, on wax or on paper, affixed to the document. Originally, the seal was affixed to all documents of civil commission to officers of the state appointed by the president. As different executive departments were established, however, each developed its own seal for various documents within their own departments. Today the seal is placed on the following types of papers and documents after they have been signed by the President and countersigned by the Secretary of State:

Presidential proclamations
Ratification of treaties
Papers granting powers to individuals named to negotiate and sign treaties or similiar types of agreements
Documents of recognition issued to consular officers on the basis of commissions issued by foreign appointing governments (called Exequator)
Presidential warrants for the extradition of fugitives from the justice of the United States
Commissions of all Cabinet officers, ambassadors, ministers, and other Foreign Service officials
All other civil officers appointed by the President whose commissions are not issued under some other seal as required by law
Envelopes to contain letters of recall and credence and other communications from the President to the heads of foreign governments.

The seal has two correct designations in general usage as well as law: (1) The Great Seal, and (2) The Seal of the United States. Both are found in Acts of Congress and in a Supreme Court decision.

As a matter of historical interest, the earliest known document bearing the Seal of the United States is dated September 16, 1782. It is a grant of full authority and power to General George Washington to arrange with the British for the exchange, subsistence, and better treatment of prisoners of war.

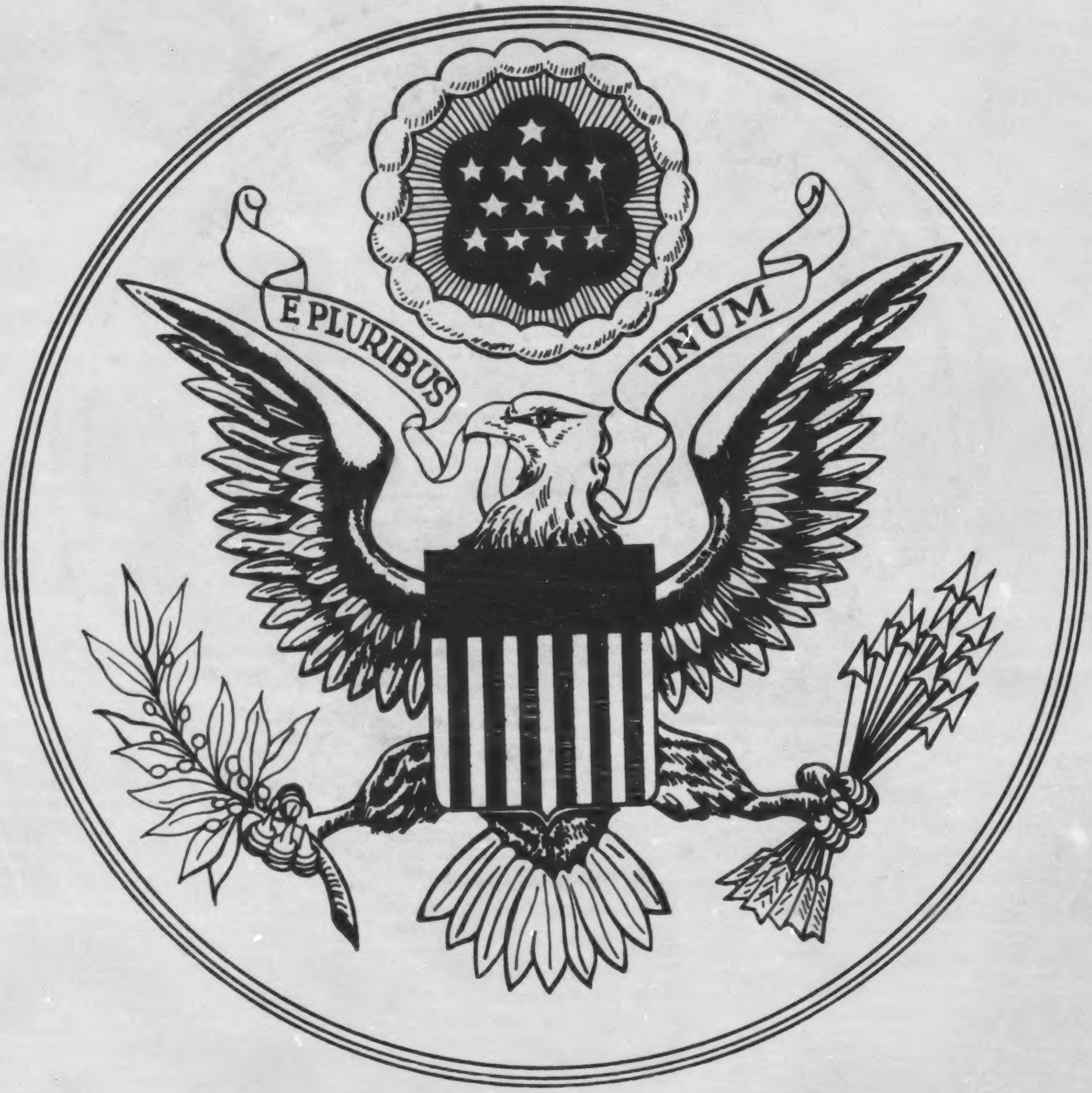
Although the use of the Great Seal itself is strictly limited by law, the design of the seal, as the national coat of arms and emblem of authority, has a much wider use. It is used on the seals of the Department of State and foreign service establishments abroad, the

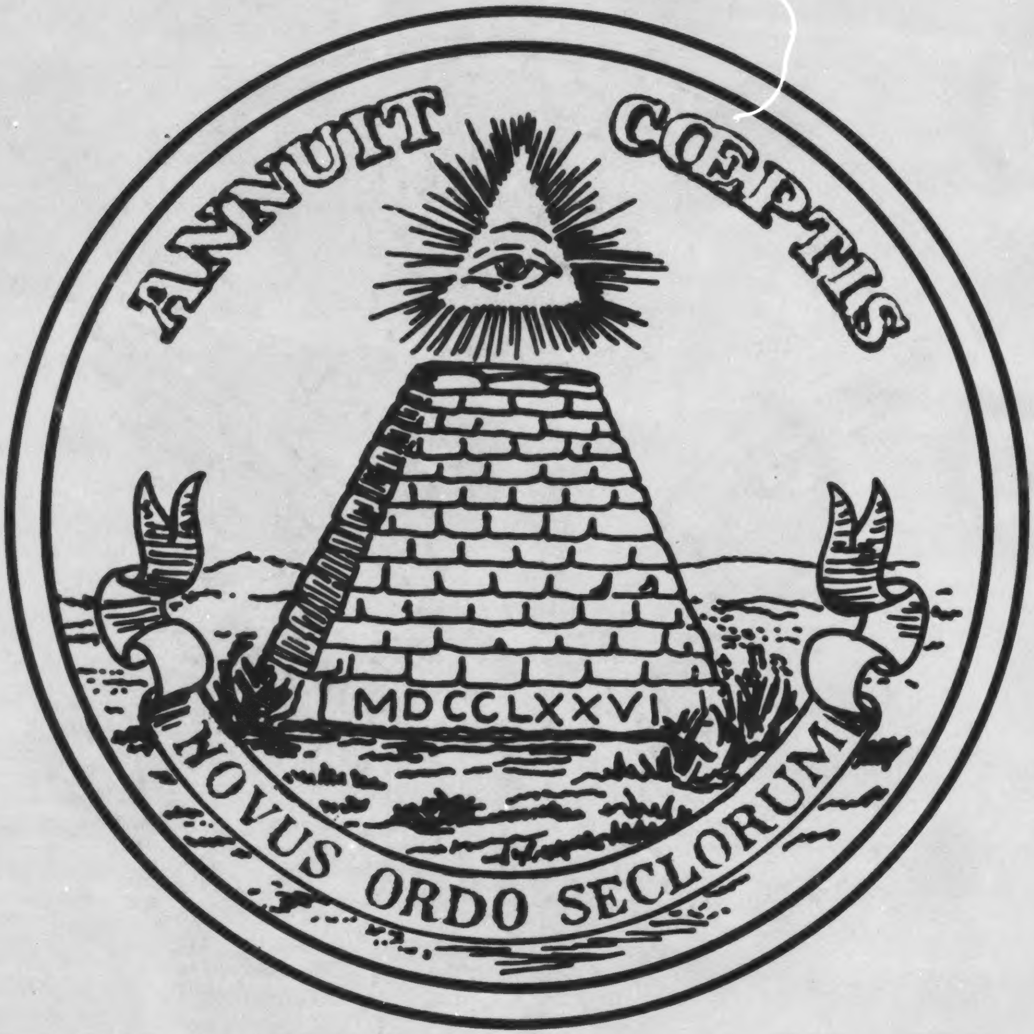
Supreme Court, and the Virgin Islands. With modifications, it is also used as the President's Seal and that of the National Archives. The shield and eagle, in slightly different form, appear on the seal of the Library of Congress. In all these cases, the seal is smaller than the Great Seal, and the name of the agency to which it belongs appears prominently around the circumference.

The design of the seal, or essential parts of it, is also used on government stationery and publications; on flags and medals and as an architectural ornament; on army service caps and uniform buttons; and on currency - most notably the dollar bill. A large replica of the seal in full color is placed above the entrances of United States embassies, legations, consulates, and consular agencies all over the world.

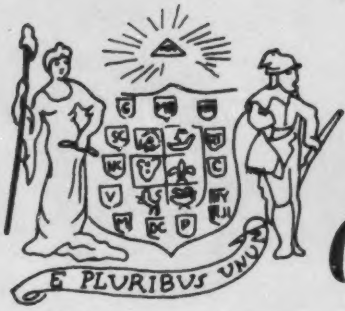
The design of the seal, or some modifications of it, were extremely popular in revolutionary times and immediately following. Consequently, you can sometimes see furniture, dishes, quilts, wallpaper, and other household articles with the seal as a basic part of their ornament. This custom, however, declined as a feeling developed that the great seal is not a proper subject for commercialization. A Department of State publication states:

> "Although the Department of State is not authorized by law to grant or to withhold permission to reproduce the seal of the United States, present thought seems to lean to the opinion that the seal of the United States is a distinguished mark of honor and is not appropriate for use in the decoration of commercial articles."

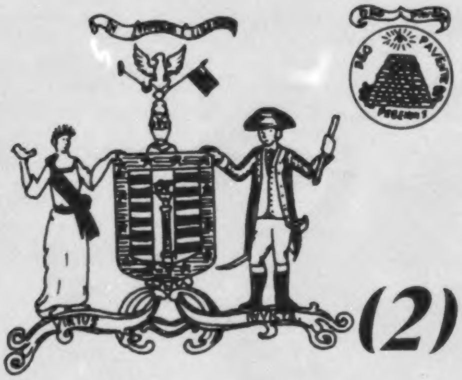

E PLURIBUS UNUM


ANNUIT COEPTIS
MDCCLXXVI
NOVUS ORDO SECLORUM

Proposed Seals...


E PLURIBUS UNUM

(1)



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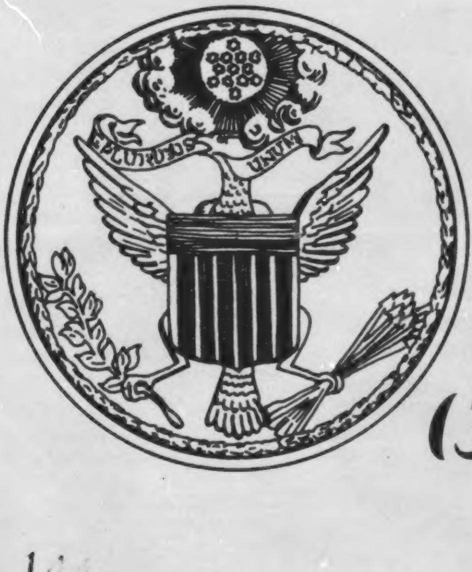

E PLURIBUS UNUM

(3)

STATE SEAL OF OKLAHOMA

A Choctaw Indian, Gabe Parker, combined the seal of the would-be-state of Sequoyah with the Oklahoma Territory Seal. Oklahoma's seal is in the form of a circle. In the center of it is a five-pointed star with the Indian and the white man shaking hands before the symbol of Justice to show the cooperation of all the people of Oklahoma. The large star has the symbols of the Five Civilized Tribes depicted on each ray.

The symbol of the Chickasaw Nation is a warrior with two arrows in his right hand, a long hickory bow in his left hand, and a buckskin shield on his left shoulder. The Chickasaws were far-reaching, aggressive and good hunters, rowers and fighters.

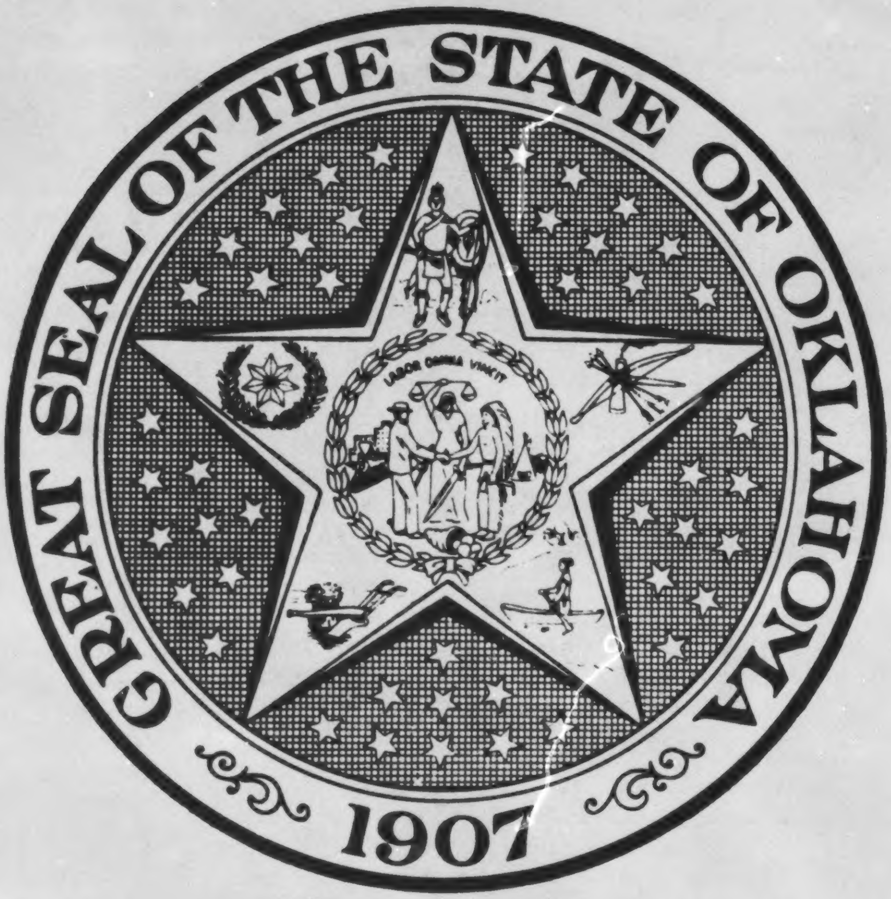
In the upper right hand ray is the symbol of the Choctaw Nation -- a tomahawk; and three crossed arrows, that symbolize a united people; and a bow. One arrow for each of their great Chiefs in history -- Apuckshunnubee, Pushmataha and Mosholatubbe.

The symbol of the Seminole Nation shows a tribesman paddling a canoe across a lake to a village carrying herbs and roots to the trading houses to make commercial tonics.

The symbol of the Creek (Muscogee) Nation is depicted by a sheaf of wheat and a plow. This shows the Christian influence of the Biblical story of Joseph's dream of "binding sheaves in the fields . . ." The plow in front of the wheat is a prophecy. "Behold, the day comes, saith the Lord, that the plowman shall overtake the reaper . . ."

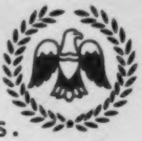
The symbol of the Cherokee shows a large seven-pointed star surrounded by a wreath of oak leaves. The oak symbolizes strength and everlasting life in connection with the ever-burning fire. The seven-pointed star in the center represents the seven ancient clans in tribal lore.

The large center star that represents the 46th state -- Oklahoma -- is surrounded by 45 small stars that represent the states that belonged to the Union prior to Oklahoma.

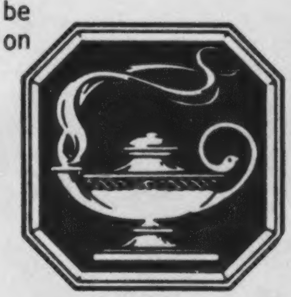

GREAT SEAL OF THE STATE OF OKLAHOMA
LABOR OMNIA VINCIT
1907

UNITED STATES SEAL

. . . .to make students aware of the symbol that depicts the power and independence of the United States . . . .



1. Discuss with students the purpose of a seal, (show authenticity, power, confirmation;) who or what organizations have seals; usage of seals dated back into the Middle Ages with the use of signet (seal) rings.
2. Using the background information, discuss designated uses of the Great Seal intoto; how parts of the design of the Great Seal is used. (Back side of paper money.) What does design symbolize?
3. Introduce the word "triskaidekaphobia" (phobia or feeling uneasy or unlucky about the number "13") to the students and using the copy of The Great Seal found on page #153-4 (front and back views), find how 13 is symbolized using work sheet "Triskaidekaphobia - our forefathers did not suffer from it". Students should find total of eight (8) on front side: stars; stripes; leaves on olive branch; fruits (berries) on olive branch; arrows; letters in "E Pluribus Unum"; backside - steps on pyramid; letters in "Annuit Coeptis".
4. Have students do research on the state seal (background information included); city seal; school seal, if one. What do they symbolize?
5. Color seal or seals and use background information as a handwriting assignment - may begin teaching or set up a center in Calligraphy to vary assignment.
6. Students may design school seal or classroom seal -- discuss symbols of education (learning lamp, torch, scroll, etc.) and school symbol. May use handout # 588 or blank sheet. Do all seals have to be round? See page # 607 for various organization seals or emblems.



THE GREAT SEAL

PURPOSE: To explore the uses of seals, emblems and logos.

PROCEDURE:

1. Duplicate the sheet, "Sample Seals," page 607 .

2. Go over the various emblems, discussing how varied the symbols are and how varied the organizations which use these emblems.

3. Divide students into groups and assign each group a collage using similar emblems. Stress that students should select a wide range of emblems -- government departments, professional organizations, student groups, foreign countries, etc. You may also choose to have students collect company logotypes, etc.

NOTE: You may choose to have each group collect all kinds or to assign a different type to each group, as follows:

---federal organizations and agencies
---state seals
---foreign country seals
---student organizations
---professional organizations
---advertising logotypes
---family crests

"TRISKAIDEKAPHOBIA"

[OUR FOREFATHERS DIDN'T SUFFER FROM IT]

13 ____________

THIRTEEN ____________

★★★★★★★★★★★★★ ____________

1 TEN + 3 ONES = ____________

XIII ____________

thirteen ____________

卌 卌 III ____________

13 ____________

"The Great Seal"

THE GREAT SEAL

PURPOSE: To introduce students to details of the Great Seal and to important vocabulary terms.

PROCEDURE:

1. Duplicate the two illustrations of the Great Seal, obverse and reverse, and the worksheet titled "The Great Seal," page 163 .
2. Go over the directions with your students and tell them to do the worksheets using the illustrations and a dictionary.

Answer Key:

Thirteens appear as follows:
13 stripes in the shield
13 stars in the constellation
13 arrows
13 leaves and 13 berries on the olive branch
13 steps in the pyramid
13 letters in E Pluribus Unum
13 letters in Annuit Coeptis

Definitions of Glossary Words:

1. Heraldry is the practice of designing, tracing, awarding, and explaining armorial design.
2. Obverse is the front side of a seal.
3. Reverse is the back side of a seal.
4. Constellation is a group or cluster of stars.
5. Inscription is a group of words on a coin or medal.
6. Glory is a ring or spot of light, a sunburst.
7. Talons are the claws of a bird or prey or predatory animal.
8. Shield is an emblem or badge shaped like a warrior's shield.
9. Sinister is the left side of a heraldic shield, to the person bearing it. (arrows)
10. Dexter is the right side of a heraldic shield, to the person bearing it. (olive branch)

THE GREAT SEAL

DIRECTIONS: Begin your exploration of the Great Seal by considering the number thirteen. Study both the obverse and reverse to find eight examples of the use of thirteen.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

See, thirteen may be a lucky number!

GLOSSARY

DIRECTIONS: Understanding any coat of arms (like the Great Seal) requires that you be familiar with terms from heraldry. Look up and define the following terms:

1. heraldry ______________________________
2. obverse ______________________________
3. reverse ______________________________
4. constellation ______________________________
5. inscription ______________________________
6. glory ______________________________
7. talons ______________________________
8. shield ______________________________
9. sinister ______________________________
10. dexter ______________________________

Now identify numbers 2-9 by labeling your copy of the Great Seal.

THE GREAT SEAL

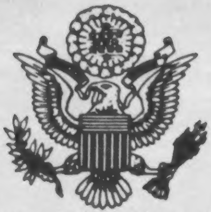
PURPOSE: To have students explore the symbolism in the Great Seal.

PROCEDURE:

1. Duplicate the worksheet titled "Symbolism in the Great Seal", page 165. Directions are given on the worksheet.
2. You may choose to lecture from background sheets, to duplicate background sheets for students, or to have students research for themselves in order to fill in the worksheet.
3. Answers for all the elements and colors can be found in the background information except for:

GREEN - represents youthfulness and spring growth.

GOLD - represents wisdom and true value.



SYMBOLISM IN THE GREAT SEAL

DIRECTIONS: Identify the symbolic meanings of the following elements in the Great Seal.

Obverse Side of the Great Seal . . .

1. the bald eagle ______________________________
2. the thirteen stripes on the shield ______________________________
3. the thirteen stars in the constellation ______________________________
4. the rectangular bar in the shield ______________________________
5. the olive branch ______________________________
6. the thirteen leaves and berries on the olive branch ______________________________
7. the inscription, E PLURIBUS UNUM ______________________________
8. the thirteen arrows ______________________________

Reverse Side of the Great Seal . . .

1. the unfinished pyramid ______________________________
2. the thirteen steps ______________________________
3. the Roman numeral base inscription ______________________________
4. the Eye of Providence ______________________________
5. the inscription, ANNUIT COEPTIS ______________________________
6. the inscription, NOVUS ORDO SECLORUM ______________________________
7. the glory around the Eye of Providence ______________________________

Colors of the Great Seal . . .

1. red, white, and blue of the shield ____________________
____
2. the red specifically ____________________
____
3. the white specifically ____________________
____
4. the blue specifically ____________________
____
5. the green of the olive branch ____________________
____
6. the gold, on both sides ____________________
____

THE GREAT SEAL

PURPOSE: To allow students to practice their understanding of symbolic heraldry by designing their own seal or coat of arms.

NOTES TO THE TEACHER: This activity works best after students have studied the Great Seal and its symbolism. You may wish for them to use the Lapel Button form in the Appendix, page 596, as a medal shape for a final draft. Or you might have students illustrate their final seal on cardboard or posterboard circles or paper plates. If their final draft is kept about 3" to 4" in diameter, they can actually use it as a seal to affix to student contracts.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Creating a Seal" page 168. Go over the instructions with students. This form is actually a planning page so the final illustration will go on a separate page (using one of the suggestions above).
2. You may wish to assign specific clubs or organizations to students or to have them choose for themselves. Stress the importance of symbolic meaning while they are working.

CREATING A SEAL OR A COAT OF ARMS

DIRECTIONS: It is now your turn to create a seal for yourself, your family, an organization, your school, or even your classroom. Use this plan page to organize and explain your seal. Draw your actual seal on a posterboard or cardboard or on a separate sheet provided by your teacher.

Person or Group for whom the seal is intended: ______________________

____

The obverse designs of your seal: ______________________

____

____

____

The reverse designs of your seal: ______________________

____

____

____

The colors of your seal: ______________________

____

A paragraph explaining the significance of your seal:

____

____

____

____

____

____

____

THE GREAT SEAL

PURPOSE: To give students a formula for analyzing, comparing, and contrasting material, using sample seals for date.

PROCEDURE:

1. Duplicate the sheets showing the various seals submitted to Congress, and the worksheet, "Comparison/Contrast Essay."
2. Go over the directions with students. If you have not discussed the different seals and their meaning, you will need to lecture or to distribute copies of the background material.
3. With younger or slower students, you may want to limit the paper to a comparison/contrast between only two seals. You may even want to take a class vote on preferences and actually outline a specific essay on the blackboard (maybe even requiring all students to do the same essay).

HANDOUTS NEEDED:

Evolution of the Seal
The Great Seal: Obverse
The Great Seal: Background
Comparison/Contrast Essay

COMPARISON/CONTRAST ESSAY

DIRECTIONS: Examine the sheet showing the three different designs submitted before the seal now used. You may also wish to examine background sheets which explore all four seals. Study all four seals carefully. Now, make a careful decision, because you will have to defend it. Which seal do you prefer? ______________________________

You may organize your comparison/contrast any way you wish, but a suggested plan follows:

PARAGRAPH #1:	Begin with an introductory paragraph. Perhaps explain what a seal is and mention each design briefly.
PARAGRAPH #2:	Describe the design(s) you like least.
PARAGRAPH #3:	Describe the design you do prefer.
PARAGRAPH #4:	Point out similarities in the designs.
PARAGRAPH #5:	Point out differences in the designs, emphasizing the ones that led to your decision.
PARAGRAPH #6:	End with a conclusion which states clearly and emphatically your preference. Include comments which reflect your opinion and reasons for your choice.

NOTE: You may wish to compare/contrast only two designs or three or all four. Whichever choice you make, be sure to emphasize your preference.

MONEY

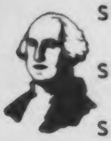
BACKGROUND INFORMATION:

Before the United States became a nation, many kinds of coins were circulated - English shillings, Dutch guilders, French écus or crowns, German thalers, and the Spanish dollar of eight reales, commonly known as pieces of eight. Each colony decided on its own rate of exchange - just as foreign countries do today - causing much confusion and difficulty in business transactions.

After the Revolutionary War, individual states and private groups began minting coins. Once again, confusion ruled, since different coins had different values. Initially, an effort was made to standardize each issue - so much copper, so much silver, so much gold, and so on, would be in each coin, but it was very easy to shave coins or clip off a part of the metal without impairing the design, so these issues were debased very quickly.

The Articles of Confederation, adopted in 1778, provided that "the United States in Congress assembled shall have the sole and exclusive right and power of regulating the alloy and value of coin struck by their authority or by that of the respective states". This meant that the states still had the right to coin money. The right to coin money was taken from the states by the Constitution in 1787, and Congress since 1879 has had the power to coin money and to regulate its value.

The dollar system and the use of a decimal system was recommended by Thomas Jefferson as early as 1782, although not adopted until 1785.



Some of the early proposals suggested that George Washington's portrait should appear on the national coins, just as it had on many of the state coins, but Washington disapproved and refused to permit this since he felt it did not accord with the principles of the new democracy.

The first United States coin actually minted was the Fugio ("I fly") cent. It was a small copper coin, bearing on the obverse a circle of 13 links (representing the original 13 colonies), a small circle in the middle with the words "United States" around it, and in the center the words "We are one"; on the reverse, a sun dial with the hours expressed on the face of it, a sun immediately above, to the left of the sun the word "Fugio" and to the right the year 1787 in numbers, and immediately below the dial the words, "Mind your business". Since this inscription has been attributed to Benjamin Franklin, the coin is often called the Franklin cent.

The United States has had many interesting coins which bear further research, but some of the more interesting ones are the commemorative coins. These coins are authorized by special acts of Congress. The sponsors pay all of the expenses in making the coinage, including the making of the designs and the transportation of the coins from the mint. These coins are then distributed to the public by the committee which authorized and sponsored their minting. Such pieces are usually sold at a price above the face value and the difference is used by the commemorating commission to defray costs of a special celebration or to erect memorials. All commemorative coins are legal tender, but because they actually cost more than regular coins, they are usually

kept by collectors and not circulated. Commemorative issues have been made to help sponsor such things as the Arkansas Centennial, the World's Columbian Exposition, and a commemorative statue of Lafayette given to Paris.

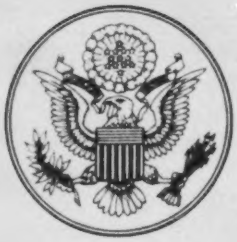
The portrait of a living person has never been authorized for use on regular issues, but four of the commemorative coins have borne the images of living persons.

The Director of the Mint, with the approval of the Secretary of the Treasury, has the right to change the designs on coins, but no change can be made oftener than once in twenty-five years. An examination of a coin collecting book will show you how coin designs have been changed at least once, and sometimes twice, for all current coin denominations. Portraits of famous Americans and the initials of the designers (with the exception of the Jefferson nickel) are on all United States coins now being minted. The familiar motto, "In God We Trust," is now required on all coins by act of Congress in 1955.

The first noninterest-bearing paper currency was printed in 1862 to help finance the Civil War. These became known as "greenbacks" or "legal tenders". A paper currency of sorts had been issued prior to this date but it was in the form of interest-bearing bank notes used to finance emergencies. The first dollar bill, then, was printed in 1862.

As much as the almighty dollar may mean to people, most know very little about it. It is a piece of paper measuring 2 5/8" by 6 1/8" with a thickness of .0043". The composition of the paper and the ink is a state secret. Every thousand notes costs the government approximately $8.02 to print, as far as actual materials are concerned. At the same time, over 2 billion bills are in circulation at one time. The average life of a dollar bill is only 18 months. Dollar bill facts:

The word "dollar" appears on both sides of each bill.
The word "one" appears six times on each bill.
The number "1" appears eight times.
The phrase "One Dollar" appears on each side of the bill.
The bill's individual serial number telling the specific printing plate used appears twice.
The plate position number appears once.
The bank's numerical code appears four times for identification purposes in case the bill is burned or mutilated.
The Great Seal of the United States appears on the reverse of each bill.
The signatures of both the Treasurer of the United States and the Secretary of the United States appear on each dollar bill.
The seal of the Federal Reserve Bank appears on each dollar bill.
The first letter of the serial number on each dollar bill is also a reference to the specific Federal Reserve Bank and appears twice.
The Department of the Treasury Seal appears once and includes a set of scales to represent justice, a key as the emblem of official authority, and the date 1789, when Congress received sole authority to print money. The chevron on this seal holds 13 stars which represent the 13 original colonies.



A close examination of a dollar bill will reveal even more details, all of which make counterfeiting more difficult, as well as representing various aspects of American traditions. The dollar bill as we know it today is a Federal Reserve note. It is issued by one of the 12 Federal Reserve Banks scattered across the United States. Unlike previous notes that were redeemable for gold or silver, the Federal government guarantees only a pledge of collateral, such as government securities or special drawing-right certificates. All other paper money currently being printed is also of the Federal Reserve Certificate type.

FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
J 79845353 C
WASHINGTON, D.C.
10
J
SERIES 1977 A
ONE DOLLAR
1

THE UNITED STATES OF AMERICA
IN GOD WE TRUST
ONE
ANNUIT COEPTIS
NOVUS ORDO SECLORUM
THE GREAT SEAL
OF THE UNITED STATES
ONE DOLLAR
1

MONEY

. . . . to make students aware that only our government may design, print, and give value to money . . . .

1. Discuss with students the definition of what is money? (money can be anything that people agree to accept in exchange for goods or service) Discuss background information.

   . . . what forms of money does our economic system use?

   . . . learn to identify by name, and know the monetary value;

   . . . what other forms of money do we use? (coupons, trading stamps, credit cards, company scrip, etc.)

   . . . would early settlers recognize our money of today? when did paper currency come into use in the United States? (Civil War)

   . . . what were some of the things used as money in colonial days? wampum - string or belt of beads made from shells, tools, nails, cotton, tobacco, furs, animals (horse, oxen, cows), grain, trading goods or services of value that another person wanted - bartering.

2. Students may learn the value of money, and making change by using actual coins, play money, games, film strips, etc.

3. Have students research the first money in the world. Students could complete the Story Board on page #179, or make their own mini-booklet from the five suggestions found at the end of the listed activities. (Titled "Money Mini-Booklet)

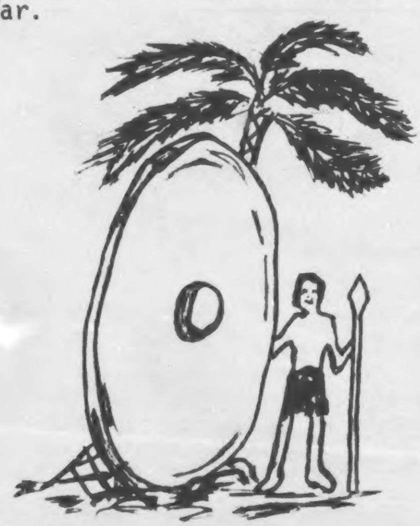
4. Have students bring coin collections for a day or invite a resource person in to discuss coins.

5. Have students use page # 602 and have them create coins and paper currency for an imaginary country, for our state or their school -- using symbols, mottoes, etc.

6. Have students imagine they are a member of an archaeology team and discover our present day coins in the year 3000. Using present day coins -- substantiate factual information that is provided only on the coins (eg. symbols of writing -- therefore civilization had ways to communicate with each other). What appears on all coins? ("Liberty", "In God We Trust", "United States of America", "E Pluribus Unum") by law.

"Money Mini-Booklet"

1. Variety of things have been used as money. One man traded fish for spears he needed.
2. Yap Islanders (South Pacific) put their stone money in the front yard, as it is twice as tall as the owner.
3. In the South Sea islands it took 10,000 coconuts to buy a wife.
4. Early settlers in America used furs, nails, and tobacco for money.
5. "Greenbacks" or paper money was first issued during the Civil War.



MONEY

Illustrated by:

MONEY

PURPOSE: To make students more aware of the people who have been honored by inclusion on coin and paper currency.

NOTES TO THE TEACHER: This material does not appear on the background sheets concerning money so an answer key is included below. Coin portraits change every twenty-five years (that date coming at different times for different coins) so information may well change. As of June, 1981, these are the currently minted portraits.

PROCEDURE: Duplicate the worksheet, "Who's on What?". Distribute one copy to every student. Of course, most will not get the correct answers, but that is a learning experience in itself. You may wish to allow students to do library research to find the answers. You may merely wish to use the assignment as an "eye opener". A follow-up project could easily assign research reports on each person who appears on our money.

ANSWERS: 1.-F 2.-E 3.-O 4.-D 5.-C 6.-N 7.-D 8.-E 9.-K
10.-G 11.-H 12.-J 13.-B 14.-L 15.-A 16.-M 17.-I 18.-K

WHO'S ON WHAT?

DIRECTIONS: We use money every day. Yet few of us really look at it. Match the coin and currency denominations below to the people on the right. Some may be used more than once. Some you may have to guess about. After all, how many of us have ever seen a $100,000 dollar bill?

______1. Penny

______2. Nickel

______3. Dime

______4. Quarter

______5. Half Dollar

______6. Dollar Coin

______7. Dollar Bill

______8. $2.00 Bill

______9. $5.00 Bill

_____10. $10.00 Bill

_____11. $20.00 Bill

_____12. $50.00 Bill

_____13. $100.00 Bill

_____14. $500.00 Bill

_____15. $1,000.00 Bill

_____16. $5,000.00 Bill

_____17. $10,000.00 Bill

_____18. * $100,000.00 Bill

A. Grover Cleveland

B. Benjamin Franklin

C. John F. Kennedy

D. George Washington

E. Thomas Jefferson

F. Abraham Lincoln

G. Alexander Hamilton

H. Andrew Jackson

I. Samuel P. Chase

J. Ulysses S. Grant

K. Woodrow Wilson

L. William McKinley

M. James Madison

N. Susan B. Anthony

O. Theodore Roosevelt

*Not circulated publicly

MONEY

PURPOSE: To start each student with a simple, inexpensive coin collection which reflects briefly his autobiography.

PROCEDURE:

1. Tell each student that he/she will produce a poster titled, "This Is My Life: Coin Collection". For each year of his/her life, he/she will need to locate a penny. Each penny will be glued to the poster board with rubber cement and beside that penny he/she will need to write a short statement about an important event from that year. Many students will need to talk with their parents since they will not remember important events from their earliest years.

2. Tell students that they may expand the statements into a short paragraph and include illustrations and photographs from those years if they wish.

3. Since some students will have difficulty locating a penny for each year of their lives while others may have surpluses of the same year, you may wish to let students post "Wanted" notices on the bulletin board for a few days.

4. If you display these posters when all are finished, they make a nice bulletin board and one which seems to intrigue the students.

STAMPS & MONEY

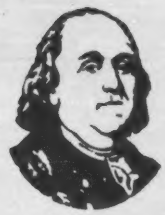
PURPOSE: To demonstrate the value of collecting both forms.

NOTES TO THE TEACHER: Both types of collecting are indeed popular, interesting hobbies which many students just may not have explored. If you have a student who collects, you might allow that student to present a short demonstration speech on his/her hobby. If not, see if a local coin or stamp dealer will come and speak to your class about his clients, their interests, and define the various terms associated with each hobby.

PROCEDURE:

1. Purchase an inexpensive stamp album and coin collection book (preferably a holder for pennies). Make this the class book.

2. Allow students to add stamps and coins to the collections for a period of several weeks. At the end of that time, locate a scout troop, hospital support group or other service organization which can help you donate this to a needy child or therapy patient. Since these hobbies are supported by such organizations, they should be able to help you find a recipient. If not, have a drawing and award the class collections to two different students or give as a prize in a class writing contest.



UNITED STATES POSTAGE STAMPS

BACKGROUND INFORMATION:

Benjamin Franklin is generally considered the "Father of the American Postal Service" since he became the first postmaster general under the Continental Congress in 1775. Even so, the United States did not issue its first official postage stamps until July 1, 1847. Before 1847, the local postmasters had to collect upon delivery or rely upon a hodgepodge of state, county, and commercial stamps. The value Congress placed upon the United States mails is clearly demonstrated by the fact that until 1799 the death penalty could be given for robbing the mails.

Early postal laws from 1816 to 1845 assigned charges on the basis of distance and size. It cost 6 cents to send one piece of paper less than 30 miles. Sending that same piece of paper more than 400 miles cost 25 cents. Surely a revelation to those who complain about high postal prices today!

Those first stamps issued in 1847 were a 5-cent Benjamin Franklin and a 10-cent George Washington. Since then, stamps have been issued recognizing presidents, artists, writers, scientists, aviators, states, occupations, historical events, service organizations - the list goes on and on. While stamps may be issued to mark the death of an important personality such as a President or public figure, no United States stamp may portray a living person. In the past, stamps have been issued honoring the accomplishments of several people during their lifetimes, but without using their portraits.

More than 10,000,000 people in the United States own stamp collections. Many are small collectors; yet some invest thousands of dollars in rare issue stamps. President Franklin D. Roosevelt was only one of many famous stamp collectors.

The educational value of stamp collecting is supported by the Boy and Girl Scouts of America, as well as many other national youth organizations. The New York and Chicago departments of education and a few publishers of textbooks employ special consultants who correlate appropriate stamps with such subjects as history, geography, commerce, industry, and art. The American Medical Association has affirmed the therapeutic value of stamp collecting as a hobby which promotes relaxation. The Red Cross encourages patients who are hospitalized for long terms to take up stamp collecting.

Sometimes it's hard to believe that anything so good for you can be fun, but stamp collecting can be! It is an inexpensive hobby which introduces you to a world of fascinating details. Many stamp albums include descriptions of the background behind each stamp. For instance, Sybil Ludington, Salem Poor, Haym Solomon, and Peter Francisco were all honored as "Contributors to the Cause" in 1974. Each was a footnote figure in American history.

Sybil Ludington, on April 26, 1777, when only 16 years old, rode 40 miles through the New York-Connecticut countryside, rallying colonial militia to meet the British at Danbury.

Salem Poor was a black freedman who enlisted in the militia company commanded by Captain Benjamin Ames. His valor and conduct during the

Battle of Bunker Hill were so exceptional that 14 Massachusetts officers some months later signed a petition to the Massachusetts legislature on his behalf.

Haym Solomon, merchant, banker and Revolutionary War financier, was born in Poland. He advanced direct loans to the new government to save it from financial collapse and also gave generously of his own resources to pay the salaries of government officials and army officers.

Peter Francisco, a large man with incredible strength, joined the Continental Army at 15, serving in seven major battles, including the one ending with the British surrender at Yorktown. In his teens, he had reached his full growth of 6 feet 6 inches and weight of 260 pounds.

Others honored by stamps include:

*Martha Washington - the first woman to appear on a U. S. stamp
*Chief Hollow Horn Bear - leader of the Sioux Brule Tribe of the Dakotas
*John Ericsson - inventor of the screw propeller for the Monitor
*Casimir Pulaski - a Polish Count who fathered the U. S. Cavalry
*Susan B. Anthony - a temperance agitator and militant suffragette
*Virginia Dare - first child born of English parents in the New World.

The list also includes tributes to other countries, recognition of major organizations such as the American Bar Association, celebrated battles, and issues such as conservation, voter's rights, and respect for law. Philately has even been honored.

Stamps have started wars, relocated national boundaries, positioned the Panama Canal, and made fortunes. Next time you look at an envelope, look a little more closely at the stamp in the corner. Remember that an English schoolboy found an 1856 British Guiana one-cent stamp while looking over old papers and sold it to a stamp dealer for five shillings (about 60 cents). Today that stamp is worth approximately $280,000!

FOR ADDITIONAL INFORMATION

Postage Stamps of the United States. Covers all stamps issued from 1847 to the time the book goes to press. Fully illustrated. Write to: U. S. Government Printing Office, Washington 25, D. C.

"For the Fun of It." Booklet available at your local post office. Includes terms, samples, directions for beginning.

Grossman, Samuel. Stamp Collector's Handbook. Longacre Publishing Co. New York: 1957. Available almost everywhere stamps are sold. This inexpensive booklet has details on addresses, terms, fascinating stories, history and so on.

HOW TO REMOVE STAMPS FROM PAPER★

You can remove a stamp that is glued to paper by soaking the paper in a pan of lukewarm water. Allow the paper to soak until the stamp gum dissolves and the stamp floats free.

Place the wet stamp face down, on a type of absorbent paper such as old newspapers, towels or blotters, and allow to dry. If the dried stamp curls or wrinkles, place it between two blotters after moistening again, and put it under a weight such as a heavy book.

WHEN SOAKING STAMPS REMEMBER:

*Soak stamps in lukewarm water, not hot water.

*Do not soak white paper with colored paper. The color will run.

*Colored cancellations and hand-stamped postal markings may also run. So be careful, when soaking stamps with these cancellations, to take each stamp from the water immediately after it floats free.

*Soak paper long enough to allow stamps to float free. Don't try to peel stamps from the paper.

*Self-stick stamps (such as the "Dove of Peace" U. S. Christmas stamp) cannot be soaked off in water. Such stamps can be removed with special solvents, but these are dangerous and should be used only under the supervision of your teacher or another adult.

*Use old newspapers for blotters. But don't use color comics, color pages, or magazines. The ink will run onto your stamp.

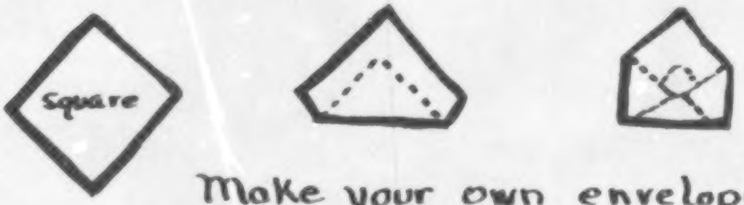
ADAPTED FROM:

★"For the Fun of It." U. S. Government Printing Office. Publication 39. Washington, D. C. 1975. p. 17.

STAMPS

. . . . to make students aware of the history, value and importance of the postage stamp . . . .

1. Discuss the background information with students -- the value of stamp collecting.
2. Have students design a postage stamp, using page # 602 , following the same guidelines as the government (no living person, etc.)
3. Invite the local postmaster to discuss stamps or a stamp collector to visit the class.
4. Have a student stamp collection display for a day and have them discuss their hobby. Distribute handout "How to Remove Stamps from Paper" to students who are interested in starting a collection.
5. Have students design a postage stamp using symbols from their life that would depict events, hobbies, etc. that are important to them. Write a short paragraph on back telling why you chose that or those symbols. See page # 591 .
6. Have students do research on the postal service, pony express riders, up to present day.
7. Set up a classroom post office and at designated times of the day or week have an appointed postmaster to help sort and deliver letters. Letters should be stamped and sealed with student designing their own stamp.



Make your own envelope

STAMPS

PURPOSE: To familiarize students with the variety of American stamps available and the subjects chosen for those stamps.

NOTES TO THE TEACHER: You may wish to require that students collect their own stamps. Advice on how to remove stamps from paper is available on page 189 . You may choose instead to locate appropriate samples for them. Such stamps can be located inexpensively. Additionally, you could cut up an inexpensive stamp collecting album, which would have black and white pictures of all stamps in it.

PROCEDURE:

1. Post a large United States map on the bulletin board. Give each student at least one stamp to research. If students are providing their own stamps, you may need to require that stamps be chosen which deal with a person or place.

2. Have each student mount his stamp on an index card and post it on the bulletin board. He should then use yarn to connect his stamp to a place which directly relates to it. For example, if he has a Boston Tea Party stamp, he will obviously connect his stamp to Boston. If he has a George Washington stamp, he will connect his stamp to Mt. Vernon or Washington, D. C. On the index card next to his stamp, he should write a short statement, explaining why his particular person, place or event was honored with a stamp and give the year the stamp was issued.

STAMPS

PURPOSE: To make students more aware of stamp design by having them design their own stamp and explain its significance.

NOTES TO THE TEACHER: This activity will probably work best after students have examined stamps first-hand.

PROCEDURE:

1. Duplicate and distribute the Stamp Form, page 589 . Tell students that they are to design a stamp honoring a person, event, or organization which they feel is nationally important. Each student should select his own subject. Research in the library may be necessary.

2. Spend some time discussing with students the basic elements needed for their stamp -- price, illustration appropriate to subject, and title. You may wish to duplicate background information on stamps for the students. Warn students that their stamps should also be colorful.

3. Tell each student he will also be responsible for describing or explaining his reasons for choosing the subject he did in the space below the stamp. He must include any factual data necessary as well as his own opinion. He may wish to quote from sources which support his opinion. Remind students not to write on the form until they have everything in final draft form.

STAMPS

PURPOSE: To reinforce a study of geography through postmark collection.

NOTES TO THE TEACHER: Although postmarks certainly are not stamps, they are directly connected with postal distribution. Consequently, students can reinforce a study of geography by collecting postmarks.

PROCEDURE:

1. Bring in several examples of envelopes with postmarks to show the class. Make certain that every student understands what a postmark is.

2. Post a large United States map and/or World Map on the bulletin board and have students begin collecting postmarks. Each student should then post his postmark on the map near the actual postmark city and use yarn to connect the two. You can show students how to cut the postmark out in a square shape and make small flags using straight pins. Thus the postmark can actually be pinned into the city of origin.

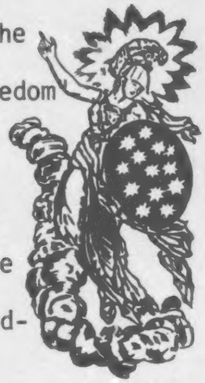
3. This should probably be a project which lasts several weeks so that students have time to actually examine and collect a variety of postmarks.

THE CAPITOL

BACKGROUND INFORMATION:

The original plans for the Capitol were drawn by William Thornton, an American physician, in 1792. George Washington had selected the place for the seat of the Federal government.

The Statue of Freedom stands in bronze above the Capitol Dome. Thomas Crawford, sculptor, planned her as "Armed Liberty" but changed her to "Freedom" after objections by Jefferson Davis. The statue is 19½ feet high and weighs 7½ tons. The plaster original stands in the Smithsonian Institute. The statue was cast in five sections. "Freedom holds a sword in one hand and a wreath in the other.



The Capitol building contains four acres of floor space. Its grounds cover 155 acres. The building is constructed of white marble except for the center part of the west front, which is Virginia sandstone painted white.

The height of the Capitol from the base line on the east front to the top of the statue is 287½ feet. The overall length of the building is 751 feet, and its greatest width, including approaches is 350 feet. The three main entrances on the east front contain huge bronze doors depicting scenes of American History and the life of Columbus.

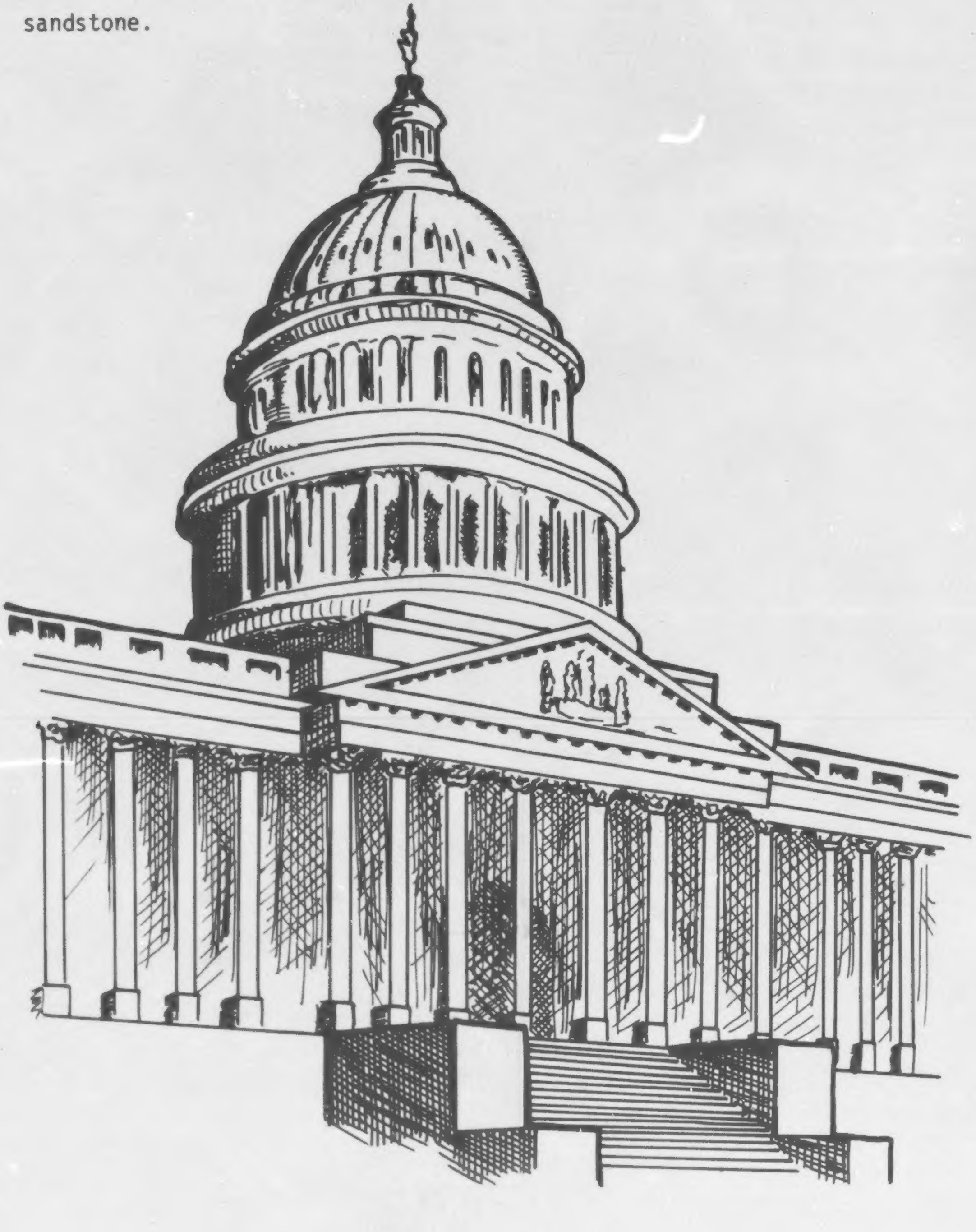
The central dome of the building was completed in 1863. It is modeled after the one designed by Michelangelo for Saint Peter's Basilica in Rome. On the 4,664 square feet of the dome surface, which is conclave, Brumidi painted the "Apotheosis of Washington". Constantino Brumidi often lay on his back on a scaffold to do his painting. He worked in fresco - pigment applied to newly troweled plaster. The forms in the inner circle represent the 13 original states and the Union. Washington sits between Liberty and Victory. The other figures represent arts, sciences, marine, commerce, mechanics, and agriculture.

Work on what is now the north wing of the central building was begun on August 1, 1773, and President George Washington laid the cornerstone on September 18 of that year. Despite difficulties in financing and in obtaining supplies and workmen, the original wing was occupied by Congress in November, 1800.

In 1803, the British-American architect and engineer Benjamin Latrobe was placed in charge of construction by President Jefferson. Latrobe completed his addition of the matching south wing in 1807 and remodeled the original north wing interior.

During the War of 1812, invading British troops set fire to the still incomplete Capitol on August 24, 1814. The interior was burned out. Latrobe supervised the reconstruction for two years following the war. Charles Bulfinch became the first American-born architect of the Capitol in 1818. Bulfinch is credited with the Rotunda area, the first low copper dome, and the west central portico. He also planned the gates, fences, and landscaping of the Capitol grounds. The new wings extending from the central building were drafted by Thomas Ustick Walter who became architect of the Capitol in 1851.

The present landscaping and terraces were designed by Frederick Olmstead, the first landscape architect in America. George Stewart, architect of the Capitol in 1962 extended the east front 32½ feet with marble to match the extension wings and to protect the deteriorating sandstone.



THE CAPITAL

Since 1800, Washington, D. C., has been the capital of the United States. Before 1800, the seat of government was located at various times in eight different cities. These were:

Philadelphia, PA	July 4, 1776 to Dec. 12, 1776
Baltimore, MD	Dec. 20, 1776 to March 4, 1777
Philadelphia, PA	March 5, 1777 to Sept. 18, 1777
Lancaster, PA	Sept. 27, 1777 (one day only)
York, PA	Sept. 30, 1777 to June 27, 1778
Philadelphia, PA	July 2, 1778 to June 21, 1783
Princeton, NJ	June 30, 1782 to Nov. 4, 1783
Annapolis, MD	Nov. 26, 1783 to June 3, 1784
Trenton, NJ	Nov. 1, 1784 to Dec. 24, 1784
New York City, NY	Jan. 11, 1785 to Aug. 12, 1790

During the following ten-year period, while the permanent capital, Washington, D. C., was being built, the seat of government was again in Philadelphia. Congress (Sixth; second session) met for the first time in Washington, D. C., on Nov. 17, 1800.

STATUARY HALL

BACKGROUND INFORMATION:

Statuary Hall is one of the large rooms in the Capitol building in Washington, D. C. Originally, Congress had allotted this space to display statues submitted by each state in honor of its own outstanding citizens. As more and more states entered the Union, however, many of the statues had to be placed in other Capitol locations.

In 1864, Congress authorized the President to invite each state to send two marble or bronze statues to be displayed in the Capitol building. The states were asked to choose citizens who had performed distinguished civil or military service and who were "worthy of this national commemoration". Because of overloading, Congress passed the law in 1933 which allowed some of the statues to be moved.

All fifty states had honored at least one citizen by 1971, making a total of 93 statues. Many of the leaders were statesmen, educators, pioneers, or religious leaders. Four women are represented. Oklahoma is represented by Sequoyah and Will Rogers.

A complete listing of all honored in statuary hall follows on page 641-3. Biographies on each individual can be found in the World Book Encyclopedia.

OUR NATION'S CAPITAL

. . . . to make students aware of the appearance,

historical value, and use of the building . . . .

1. Discuss the background information with students - the difference in spelling Capitol (building of our National Congress) and capital (city of state or nation's capital).

   . . . the various sites of our nation's capital;

   . . . the Statue of Freedom atop the Capitol Building;

   . . . discuss the Statuary Hall that is located in the Capitol Building -- who represents Oklahoma?

2. Students may do biographical research on members in the Statutory Hall from the 50 states. A complete list can be found on page # 641-3 .

THE WHITE HOUSE

BACKGROUND INFORMATION:

The White House is probably the best known home in our country. Thousands of people view it each year. A story history with interesting facts follow:

The first President, George Washington, never lived in the White House. During his term of office, Washington and his wife lived in Philadelphia and later in New York. In both cities, houses built for the President were completed too late for the President's use.

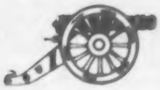
Washington selected the site for the White House in the District of Columbia and approved its design. A contest was held among architects to see which design would be approved for the President's home. The prize-winning design was drawn in 1792 by Irish architect James Hoban. He received $500 and commission to erect the house.

In 1800 when President John Adams moved into the White House it was not completed. Jefferson was the first to live in the home for a full term. He began efforts to complete, improve, and furnish it with style.

In 1803, Jefferson named Benjamin Henry Latrobe "Surveyor of the Public Buildings". Soon Latrobe was planning a new roof for the White House due to rain leakage. Other repairs had to be made also.

To provide space for household and official work, Jefferson designed low-lying pavilions east and west of the mansion. Latrobe completed these and built a fireproof vault in the east colonnade for the Treasury. That same year, 1807, he planned a semicircular portico for the south front of the house and a larger one with a carriage porch for the north. The first was not finished until 1824, the second in 1829; both had elements of Hoban's original design. Jefferson furnished the White House in sumptuous style.

Dolley Madison undertook to redecorate the mansion shortly after her husband's inauguration in 1809. On August 23, 1814, the British burned the White House. The President was with the army and Mrs. Madison had only time to pack some Cabinet papers, silver, and Stuart's 1796 picture of George Washington. That night the flames of the mansion and Capitol burned until a summer rain put out the fires.



The Madisons lived for a year in Colonel John Tayloe's mansion, then in a smaller house on Pennsylvania Avenue.

Hoban was called back for the White House renovation. He stripped out the fire-damaged stone and brick and rebuilt the exterior walls. By September, 1817, the White House was habitable again.

James Monroe had obtained valuable French furniture when he was a diplomat in Paris. He sold these pieces to the government and ordered other French pieces. From that day, items from the Monroe restoration have formed the heart of the historic collection of the White House, with, of course, Gilbert Stuart's portrait of George Washington which Dolley Madison rescued.

Throughout the 19th century, the residents of the White House have furnished it in the current style whenever possible. Without apparent thought, older pieces were sold at auction and no record kept of what happened to them.

* * *

Andrew Jackson took pains to embellish the Executive Mansion. Work which had been long deferred on the North Portico got under way. Jackson spent money to furnish the East room and buy expensive dinner services.

Martin Van Buren faced a financial depression. No notable changes in furnishings or architecture were made during his term. In 1845, the James Polks' first year in the mansion, money for furnishings became available again.

In 1817, Hoban had added 12 new fireplaces and Van Buren had been able to install a furnace but heating remained a problem for the White House.

The White House suffered during the Civil War years. Even though Mary Lincoln spent more than had been appropriated, over-all condidions deteriorated due to vandalism. Lincoln made one minor change in the White House which was later eliminated. He had a private passage built on the second floor from the library enabling him to reach private quarters without being seen by strangers.

After Lincoln's death, the widowed Mary Lincoln mourned for five weeks in her room leaving no supervision for the White House. It appears that vandals helped themselves to White House possessions at this time.

An interesting note concerns closets. Nobody built closets in the 1790's and the White House had none. Counting the library, only eight rooms were available in the private quarters for family and guests.

Chester A. Arthur, from New York, inherited an Executive Mansion not at all to his taste. Arthur auctioned off 24 wagon-loads of "decayed furnishings". He called in the famous Louis Tiffany of New York to redecorate the state rooms.

The White House under Benjamin Harrison showed what Americans liked in the late 19th century - figured wallpaper, figured carpets, figured upholstery, tassels and fringe, furniture with curlicues and a lot of bric-a-brac.

By the time William McKinley was President, a return to simpler decor had begun. McKinley, like Cleveland before him, wanted to enlarge the White House but did not get it done.

Theodore Roosevelt called in prominent architects. They reconstructed the interior throughout and excavated a new basement for the heating system. The green houses were removed and Jefferson's west pavillion was restored. The East pavilion was rebuilt to shelter visitors arriving at the east entrance. President Arthur's gaily tiled floor, Harrison's frescoes and the Tiffany screen were removed.

Ever since 1902, an authentic look of the early years of the White House has been the goal for those decorating the state rooms.

On Christmas Eve, 1929, President Hoover had to supervise the removal of papers from the Oval Office due to a fire in the West Wing.

In 1934, rebuilding in the West Wing added underground working space; a new East Wing, and the first White House bomb shelter.

Harry Truman took an interest in the architecture of the mansion. An investigation was ordered in 1948 to ascertain the condition of the

White House. Many alarming discoveries were made. The Trumans moved into Blair House while architects and engineers went to work. This renovation took 27 months. Former renovations had been restricted by time or money, the 1949 renovation was to be free of constraints.

Consideration was given to tearing the building down and reproducing it in marble or granite. It was decided that the White House was too dear a symbol to the American people. The insides were removed; each piece was numbered and tagged, to be replaced carefully when the renovation was complete. The partitions and floors were dismantled and steel shoring was installed. The old White House had a new lease on life.

Mrs. Kennedy formed the Fine Arts Committee for the White House to help in acquiring appropriate items to restore the house to reflect the time and tastes of the families who had lived there.

By Executive Order, on March 7, 1964, President Lyndon Johnson established the Committee for the Preservation of the White House. This order provides for a permanent curator of the White House.

The Nixons increased the acquisitions of the White House. Mrs. Nixon began a major program of redecoration in 1969. Within five years the principal rooms on the State Floor and Ground Floor were renovated.

Today's White House curator oversees the preservation and maintains records of all White House treasures. Their origin, acquisition, and associations with historical figures are part of the record.

THE WHITE HOUSE

. . . . make students aware of the traditions and historical worth of the home of the elected leaders in our country . . . .

1. Discuss with students the background information on the White House.
2. Have students work "Residents of the White House" worksheet. (Answers: K, E, S, A, P, M, B, C, R, N, Q, G, O, J, L, H, D, I, F) See page 207.
3. Have students do creative writing through personification of the White House and assume its role in the following statements:

    . . . When the first residents, President John Adams and family moved into my (White House) new rooms . . .

    . . . When the British set fire to me in 1814 . . .

    . . . When some committees considered tearing me down . . .

    . . . When President John Tyler moved into my rooms with 15 children . . .

    . . . When I look out upon the large Christmas tree each year . . .

4. Students may reinforce research skills by doing biographies of the Presidents of the United States or making a file card set of basic information on each. See page # 647-8 for list of Presidents.

Research the famous residents of the White House, where our Presidents live:

Woodrow & Ellen ______

Andrew & Eliza ______

John & Jackie ______

William & Helen ______

Harry & Bess ______

John & Abigail ______

Ronald & Nancy ______

James & Dolly ______

Dwight & Mamie ______

Jimmy & Rosalyn ______

Abraham & Mary ______

Franklin & Jane ______

Theodore & Edith ______

James & Sarah ______

Grover & Frances ______

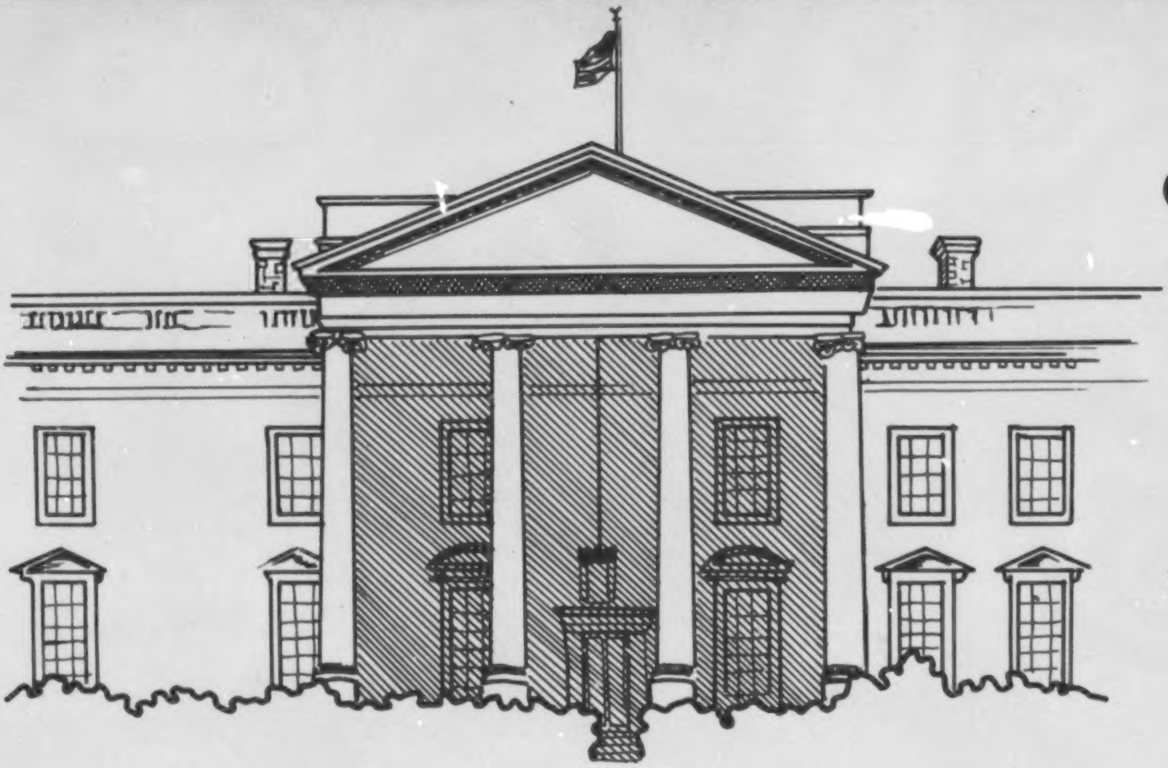
Lyndon & Claudia ______

Franklin & Eleanor ______

James & Elizabeth ______

Calvin & Grace ______

A. Taft
B. Reagan
C. Madison
D. Roosevelt
E. Johnson
F. Coolidge
G. Pierce
H. Johnson
I. Monroe
J. Polk
K. Wilson
L. Cleveland
M. Adams
N. Carter
O. Roosevelt
P. Truman
Q. Lincoln
R. Eisenhower
S. Kennedy



STATUE OF LIBERTY, LIBERTY BELL, GREAT SEAL, EAGLE, UNCLE SAM, NATIONAL FLAG, WHITE HOUSE, CAPITOL

PURPOSE: To familiarize students with the historical background for many of our national symbols.

PROCEDURE:

1. Duplicate background material on the eight symbols mentioned above.
2. Divide students into eight equal groups.
3. Assign each group one symbol and give them enough background sheets for each student in the group to have his own copy.
4. Tell students that they are going to write a skit telling about their assigned symbol. Each group, however, must personify their symbol. This means their symbol must be a character in their skit. The symbol should speak and act as if it were a person. Each skit should tell about the "birth" of the symbol, how it "grew up", gained recognition or honors, how it should be treated and where it "lives" today.
5. Suggest that students may want to make a cardboard placard bearing the symbol's image; or use a paper sack hat bearing the image as a costume.
6. Let students rehearse once or twice and then present their skits to the class as a whole. Warn students to pay careful attention to other skits so that they can learn about other symbols' histories.
7. You may also want students to turn in a written copy of each skit so that students in lower grades can just act out the skits written by older students.
8. NOTE: This kind of program can be performed for elementary students as an additional exercise. Younger children can then learn about symbols while letting your students "show off".

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STATUE OF LIBERTY, LIBERTY BELL, GREAT SEAL, EAGLE, UNCLE SAM, NATIONAL FLAG, WHITE HOUSE, CAPITOL

PURPOSE: To familiarize students with the historical background for many of our national symbols.

NOTES TO THE TEACHER: This lesson is based on the PBS television show, "Meeting of the Minds". Before making the assignment, tell students about the show or assign it as a home-viewing project. If you have access to videotape facilities, you could tape a show and let students view a show in class before the assignment. Remind students to speak with "I" for the symbol they will represent.

PROCEDURE:

1. Duplicate enough copies, for all students, of the background material on the eight symbols above.
2. Divide students into groups of five. Tell students that each group must select a moderator and four of the eight symbols to personify.
3. Each group should become thoroughly familiar with the symbols selected. They need to know about all of the symbols so they can converse with each other. They may use brief notes during the "Meeting of the Symbols" skit, but not complete dialogue or reference sheets. The skit itself should appear spontaneous but will need preparation.
4. Instruct students to prepare by making a list of facts about "themselves" they want to bring out. They should also prepare some questions they may want to ask other symbols. The moderator will need to prepare a short introduction for each chosen symbol and a very careful list of questions to ask if the conversation lags. Students may want to bring in how each symbol is regarded or treated today.
5. For the actual presentation, students should have some costume or identifying label so the audience will know what symbol each represents. Just as in the show, performers should be grouped for round table discussion. After students perform for other class members, you may want to schedule performances for younger students.

STATUE OF LIBERTY, LIBERTY BELL, GREAT SEAL, EAGLE, UNCLE SAM, NATIONAL FLAG, WHITE HOUSE, CAPITOL

PURPOSE: To reinforce spelling of above symbols and to promote original writing using the names of above symbols.

PROCEDURE:

1. Duplicate worksheet, "Acronym Poems," page 212-3.
2. Tell students that an acronym peom spells out a message by reading vertically. You have already given them the acronym patterns on the worksheet.
3. Each student should now write several (or all) of the poems on the sheet by finding one or more words beginning with the appropriate letter on each line. For example:

   Furling in the breeze,
   Leading
   American men on to
   Glory.

   Make certain that students know that they may use more than one word per line, but the first word must begin with the letter already given.
4. Have students select their "best" poem to illustrate and display on the bulletin board.

ACRONYM POEMS

U________________________________

N________________________________

C________________________________

L________________________________

E________________________________

S________________________________

A________________________________

M________________________________

* * * * * * *

L________________________________

I________________________________

B________________________________

E________________________________

R________________________________

T________________________________

Y________________________________

B________________________________

E________________________________

L________________________________

L________________________________

* * * * * * *

F________________________________

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DECLARATION OF INDEPENDENCE

BACKGROUND INFORMATION:

We know from Thomas Jefferson's own notes that July 4, 1776, was a hot day. The interior of Independence Hall in Philadelphia was stifling because all doors had to be kept closed to keep out huge horseflies from a nearby stable. Yet fifty-six men met to adopt one of the great legal documents of the world.

The lofty phrases of Thomas Jefferson's masterpiece embody the basic principles of American government: "...all men are created equal ...inalienable rights...life, liberty, and the pursuit of happiness... Governments derive...their just powers from the consent of the governed."

The press in England practically ignored the Declaration, giving it only a 6-line mention in the London Morning Post, below a theatrical notice. Parliament, however, recognized its importance, offering a $2,500 reward to learn the names of the signatories, and the Crown declared the act of signing to be high treason, punishable by hanging. For this reason, all names of signers were kept secret for almost a year.

Thomas Jefferson's original contained 1,817 words. Congress made 68 changes, eliminating 480 words and leaving the final version 1,337 words. Those changes represented more than mere "shortening". Clause 20, eliminated by Congress, dealt with slavery. The Georgia and South Carolina delegations threatened to vote against the entire resolution unless the phrases referring to slavery were stricken. Admittedly, Jefferson's contention that the British king had forced the slave trade

upon an unwilling colony was inaccurate, but no references to slavery were allowed in any form.

The haggling and revising went on for two days. During this time, Jefferson refused to defend even one word of his work, letting John Adams speak for the original committee (Jefferson, Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston). Though he would not defend his writing, he forever after referred to the changes as "mutilations".

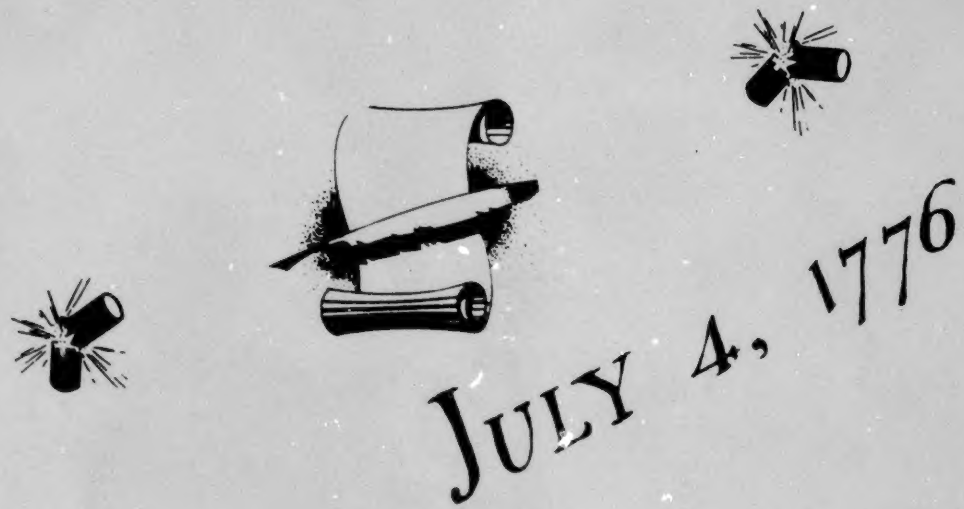
The signers of the Declaration were unlike many rebels - they had something to lose besides their lives. These were all well-educated men of means. Twenty-four were lawyers and jurists. Nine were farmers and owners of large plantations. Of the fifty-six, few escaped hardship and suffering. The British captured five and tortured them before they died. Twelve had their homes looted, burned or occupied by the British. Two lost sons in the army. Nine died in the war, from bullets or severe conditions. Three lost wives. When these men signed, pledging their "lives, their fortunes, and their sacred honor" to the cause of independence, they knew that they might well have to pay a high price for principle.

Late in the evening of the fourth, the colonies voted - twelve aye, and New York abstaining, waiting for instructions from home. No one cheered. No one made any grand eloquent speeches.

The actual signing took place on August 2, when most of the 56 men were present. Several for various reasons, signed later, but all had voted on that momentous Fourth of July.

Two days before the actual Declaration was passed, Congress had approved Richard Henry Lee's resolution calling for independence from Britain. Jefferson's paper was only a formal statement of why Congress had taken such action. The Declaration held no radically new ideas. It reflected the works of Aristotle, St. Thomas Aquinas, and most importantly, John Locke. It was nothing more than the expression of the principles which moved Americans to revolt - yet that expression was so eloquently written that it stands today as the ideal of freedom. In only 17 days, Jefferson managed to produce a document which inspires all who seek freedom.

The original parchment copy is housed in the National Archives Building in Washington, D. C. where the people whose present it shaped can see Jefferson's masterpiece. Along with the Constitution, it is sheltered in a special case which is pressure-sensitive and which can be instantly lowered into a basement shelter capable of withstanding nuclear bombing.



DECLARATION OF INDEPENDENCE

. . . . to make students aware that the people of our country were not always free and took action to insure freedom . . . .

1. What is a declaration? (a statement - I declare . . .)
2. Discuss why the Declaration of Independence was necessary.

3. Some students may wish to do biographical research on some of the more well-known signers.
4. Discuss with students the repercussions of the signers in placing their signature on the Declaration of Independence.
5. Students may use creative writing by assuming the personification role of the quill pen or the parchment the Declaration of Independence was written on. (use first-person "I")
6. Students may do "Treason by Signature" word find, page 219-21, of all 56 signers of the Declaration of Independence. Key found on page 220 .
7. Students may use bread sculpture to design a scroll and put the date July 4, 1776 on scroll. Recipe for bread sculpture is found in Teacher Tips, page # 532 .

INDEPENDENCE DAY

Treason... by Signature...

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W A S N I K P O H R F R A N K L I N A S I M K O C S H U T N
A H C H U R D T E M S T U E M J K O W M U Z I A E G S L O E
L B I J E S M N D M F M B L A L N T P A U T R J F K G O F S
T Z E P B Q U E A P D O C S T I T K E I B R A L K R P B R M
O D O W P U P D W U L R Z O A M B C U L O E O V W S A F T A
N O K U C L A R K I M R A N F O R O M L W Y K U R F I H U D
H E W E S K E R M O J I G E G E A T L I D N M E E D N E B A
S T U W U R P E A R I S U N A A X S E W O O H S L O E P N T
N U T N O S R E F F E J E D F E T E R G O T Z S T L I O R E
E M H U O I S E P M O E R I G S O T G E I N O S N O S L I W
P Y O A R T H I M T G H E I T H N R E W O L C O T T S N O N
T Y P E R E N E R F F A M I N A P A J N I A E R Y A Z Q U I
E M K L O T A R E Z E W Y T H E B A Y U O N N E P B A S I M
G A I L T W I P O T E B L A C K Z U A M T I N S E L M H O C
D A N E T U C H O H A N C O C K I Z M E R S N E T I B E B K
E M S B A R T L E T T E R G F T A Y L O R A M H T P E R M E
L W O H J A Z R Y U M Y N A B I R R D G O O L H A T I M E A
T U N P I E F A N N G U Y E N D O R A R K P L A N S F A R N
U T I E L L E R Y E C U E M A R K E T P L A N L I S A N T S
R Y U F R A N K W A S H U N T I N G T O N B O L E W I S A S
N R O U A N O T S G N I V I L S O W H A T S N E W W I T H A
D A S A R G E W I L L S C A L P A D R A W Y E H E E S A H C
A H C E I M I D D L E T O N H A V E A G O O D T I M E A L L
P A P E R D O L L S A R E F U M O R T O N T O M A R K E T S
P E S I R R O M S T O N E T I M E A R O U N H A R R I S O N
Z M A N Y L B O X K C P W J D Q V I E R U H E T S G R F O X
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Find the 56 signers of the Declaration of Independence who chose "Liberty" if they won or "Death" if they lost!

☆ ☆ ☆ ☆

KEY - TREASON BY SIGNATURE

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W A S N I K P O H R F R A N K L I N A S I M K O C S H U T N
A H C H U R D T E M S T U E M J K O W M U Z I A E G S L O E
L B I J E S M N D M F M B L A L N T P A U T R J F K G O F S
T Z E P B Q U E A P D O C S T I I K E I B R A L K R P B R M
O D O W P U P D W U L R Z O A M B C U L O E O V W S A F T A
N O K U C L A R K I M R A N F O R O M L W Y K U R F I H U D
H E W E S K E R M O J I G E G E A T L I D N M E E D N E B A
S T U W U R P E A R I S U N A A X S E W O O H S L O E P N T
N U I N O S R E F F E J E D F E T E R G O T Z S T L I O R E
E M H O O I S E P M O E R I G S O T G E I N O S N O S L I W
P Y O A R T H I M T G H E I T H N R E W O L C O T T S N O N
T Y P E R E N E R F F A M I N A P A J N I A E R Y A Z O U I
E M K L O T A R E Z E W Y T H E B A Y U O N N E P B A S I M
G A I L T W I P O T E B L A C K Z U A M T I N S E L M H O C
D A N E T U C H O H A N C O C K I Z M E R S N E T I B E B K
E M S B A R T L E T T E R G F T A Y L O R A M H T P E R M E
L W O H J A Z R Y U M Y N A B I R R D G O O L H A T I M E A
T U N P I E F A N N G U Y E N D O R A R K P L A N S F A R N
U T I E L L E R Y E C U E M A R K E T P L A N L I S A N T S
R Y U F R A N K W A S H U N T I N G T O N B O L E W I S A S
N R O U A N O T S G N I V I L S O W H A T S N E W W I T H A
D A S A R G E W I L L S C A L P A D R A W Y E H E E S A H C
A H C E I M I D D L E T O N H A V E A G O O D T I M E A L L
P A P E R D O L L S A R E F U M O R T O N T O M A R K E T S
P E S I R R O M S T O N E T I M E A R O U N H A R R I S O N
Z M A N Y L B O X K C P W J D Q V I E R U H E T S G R F O X
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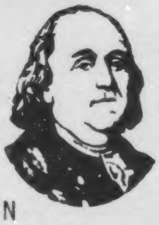
Treason By Signature

Find the 56 signers of the Declaration of Independence who chose "Liberty" if they won or "Death" if they lost.

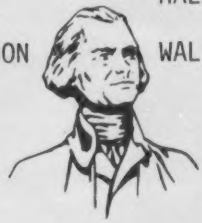
HANCOCK
BARTLETT
WHIPPLE
THORNTON
ADAMS
ADAMS
PAINE
GERRY
HOPKINS
ELLERY
SHERMAN
HUNTINGTON
WILLIAMS
WOLCOTT

FLOYD
LIVINGSTON
LEWIS
MORRIS
STOCKTON
WITHERSPOON
HOPKINSON
HART
CLARK
MORRIS
RUSH
FRANKLIN
MORTON
CLYMER



SMITH
TAYLOR
WILSON
ROSS
RODNEY
READ
MCKEAN
CHASE
PACA
STONE
CARROLL
WYTHE
LEE
JEFFERSON

HARRISON
NELSON
LEE
BRAXTON
HOOPER
HEWES
PENN
RUTLEDGE
HEYWARD, JR.
LYNCH, JR.
MIDDLETON
GWINNETT
HALL
WALTON



The unanimous Declaration of the thirteen united States of America,

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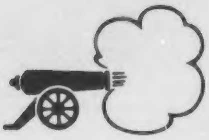
THE CONSTITUTION



BACKGROUND INFORMATION:

The Constitution of the United States of America is the fundamental law of this country. It was drafted by the Constitutional Convention in Philadelphia, Pennsylvania, meeting from May 25 to September 17, 1787. Immediately after the Articles of Confederation had gone into effect in 1781, problems of governmental authority and administration had begun to develop. These articles had made no provision for a national executive, individual states could coin money, and the list of inadequacies goes on and on.

Liberty

When the state representatives met on May 25, they represented all that was best in this new country. Fifty-five men, six of whom were only in their twenties, met to draft our Constitution. George Washington came from his retirement at Mount Vernon to preside over the sessions of the convention. Alexander Hamilton was only thirty. The thirty-six year old James Madison distinguished himself so that he earned the title, "Father of the Constitution". Although many of the delegates were young, Benjamin Franklin, age eighty-one and others, represented the wisdom that comes with experience and time. All had one common purpose -- repair the Articles so that their young country could grow.

Equality

The Constitution is often called "The Great Compromise" since it took the best of many plans, state constitutions, and historically important legal documents and became a whole.

Justice

Particular controversies erupted over how many houses Congress should have and how representatives should be allotted for each of these houses. The Delaware Plan sought equal representation of each state no matter how many people lived within the state. The Virginia Plan sought representation on the basis of population alone. Roger Sherman of Connecticut proposed a compromise, resulting in the two houses we have today, representing both plans.

Other compromises had to be made concerning the slave population, since states with large slave populations wanted to count their slaves in the census for representation. The final compromise on this issue allowed a slave state to count three-fifths of its slaves in its total population.

Perhaps the most important conflicts as far as the general population was concerned arose because the Constitution itself had no guarantees of individual rights. All the constitutions of the individual states had included a bill of rights, yet the Constitution originally had none. Although Delaware, Pennsylvania, New Jersey, Georgia, and Connecticut were willing to ratify the Constitution without a Bill of Rights, other states were not. Massachusetts agreed to ratify IF a Bill of Rights were added. Eventually all 13 states did ratify, but on condition that a Bill of Rights be added.

By 1791, 10 amendments were added. These guaranteed all Americans fair treatment from government officials. These first 10 are generally known as the Bill of Rights.

Preamble
# of the
United States Constitution

We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Preamble
to the
United States Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Articles of the Constitution

ARTICLE I	Form and make-up of the legislative branch, powers of Congress.
ARTICLE II	Definition of the executive branch, powers of the President.
ARTICLE III	Organization of the judicial branch, powers of the Supreme Court.
ARTICLE IV	Relationships between the states.
ARTICLE V	Procedure for amending the Constitution.
ARTICLE VI	Assumption of old government's debts; constitution established as supreme law of the land; loyalty oath required of national and state legislatures; prohibition of any religious test as qualification for holding office.
ARTICLE VII	Ratification when nine of the thirteen state conventions accept.

Bill of Rights

ARTICLE 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances.

ARTICLE 2

A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

ARTICLE 3

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

ARTICLE 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE 5

No person shall be held to answer for a capital or other infamous crime unless on a presentment of indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

ARTICLE 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trail, by an impartial jury of the State and district wherein the crime shall have been committed, which districts shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

ARTICLE 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE 9

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people.

UNITED STATES CONSTITUTION

. . . . to make students aware there are basic

and inalienable rights . . . .

1. Discuss the word Constitution with students. Who wrote it, voted on it, etc.

2. Have students research the freedoms guaranteed by the Constitution.
3. Have students rewrite the first 10 amendments in simple language on reproducible form, Appendix # 592 . Keys of Freedom. Cut, mount on stiff paper and hang as mobil.

4. Committees of Correspondence were important organizations during the Revolutionary War to keep citizens throughout the colonies informed. Have students form Correspondence Committees and write letters to inform other students of events in a particular period of history or use contemporary committees for current events. Have students deliver letters to other students or post the broadsides (one page public notices posted on posts, in public houses, etc.). This is an excellent method to keep groups working on varied projects informed of necessary information needed by all students.
5. When early states adopted the Constitution, celebrations and parades were held (eg. New York had a ship on wheels representing the Ship of State drawn through the streets by 10 white horses). Have students draw pictures of other appropriate floats in an early day parade.
6. Students may develop a Time Line divided in 25 or 50 year periods covering 1776 (or earlier) to present day. Have students research what type of clothes people wore, modes of transpor-

tation, flags, country leaders, size of United States, new inventions, important events that occurred, etc., and illustrate or use cut-outs from construction paper, magazines, etc. to be mounted on time line.

7. Have students research their state constitution; city constitution; how was it developed? Did anyone sign it? Who voted on it? Are there any amendments, etc.?

   How is your school governed? Do they have a constitution?

8. Invite a state representative, councilman, school board member or superintendent to visit your classroom to answer questions of the governing of these different bodies.

1776

* * * * * *THE CONSTITUTION* * * * * *

PURPOSE: To help students understand the six main purposes of the Federal government according to the Preamble to the Constitution.

PROCEDURE:

1. Duplicate the worksheet, "Job Description: U. S. Government."

2. Have students write a paraphrase or explanation, of what each student thinks each "job description" means.

3. Students can also be divided into groups and each group can be assigned one of the six purposes. Also assign a section of the bulletin board to each group, and have each group begin clipping and posting newspaper and magazine articles which illustrate their assigned purpose. With appropriate headlines, labels, and pictures, this makes an excellent display to demonstrate current applications of these six traditional main purposes.

4. An extension activity can be developed by having students develop a survey to administer to either a select group or to a random group and ask respondents to rank the six purposes according to personal preference or significance. A composite graph can then be made showing responses gathered by all students.

JOB DESCRIPTION: U. S. GOVERNMENT

In between "We, the people" and "establish this Constitution," the Preamble lists six main purposes of our government.

1. To "form a more perfect union."

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2. To "establish justice."

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3. To "insure domestic tranquility."

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4. To "provide for the common good."

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5. To "promote the general welfare."

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6. To "secure the blessings of liberty."

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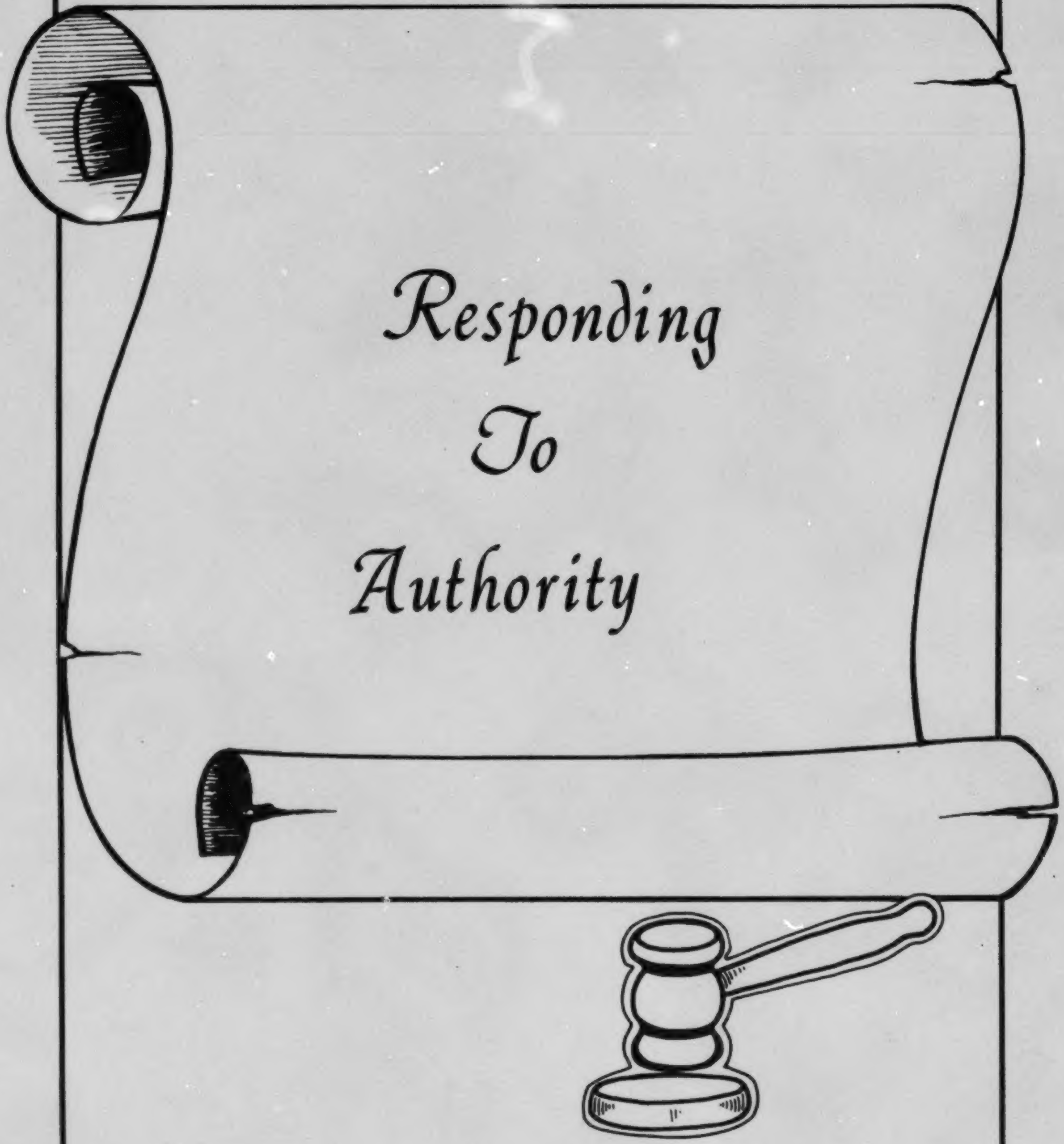

Responding To Authority

RESPONDING TO AUTHORITY

. . . to promote leadership by study of proven leaders, their personal characteristics and attributes, the source of their authority, and the background and accomplishments of each . . .

Students usually see the gap between themselves and proven leaders -- the differences -- not the similarities. An Einstein or Jefferson or Faulkner hardly seems human to younger students once they are aware of the tremendous accomplishments made by such individuals. Consequently, a biographical study of past and present leaders can show students that they, too, have leadership qualities in common with even the greatest. An exerpt from Charles Darwin's Autobiography demonstrates quite clearly that even a man who revolutionized science had his own weaknesses as a child and adolescent. At least, few of our students have eaten beetles! Or walked off a ten-foot parapet because they were daydreaming! Yet this same autobiography, while revealing Darwin's foibles, also shows his early interest in collecting, observing, classifying, and generalizing from facts -- all abilities which led to his scientific accomplishments as an adult.

To be really useful as a tool in developing leadership, biographical study must also cover contemporary leaders. Students need to observe that qualities and attributes of leaders remain much the same, no matter when they lead. With ready access to television, newspapers, and magazines, modern leaders can be observed as they actually make history. Several specific activities have been developed to use these media, but any of the other biographical activities can also be used as a method of study and reporting research.

Leaders develop in every field, not just politics. Students should be aware that a leader is one who guides, who marks the way for others, who directs, who often causes change -- in short, who responds to his own authority and to that of others. Thus, we can see Michelangelo as a leader of Renaissance artists, Beethoven as a leader of Romantic musicians, Lucretia Mott as a leader of women's suffragettes, Martin Luther King as a leader of black civil rights workers, William Harvey as a leader of 17th century physicians and Hitler as a leader of twentieth century German nationalism.

There is a real need to study even those who have lead others to evil ends. Ignoring such leaders and the methods by which they gained power and authority only handicaps the young people who may someday be influenced by that kind of leader. Knowledge _is_ power, and through that knowledge we can be sure that "it can't happen here". Secondary students are approaching their majority, a time when _they_ will help choose their leaders or become those leaders themselves. Responsible citizenship education requires that they be taught to judge the accomplishments of leaders in all fields. A teacher should not force his own judgments upon his students, but allow the actions of the studied leaders to speak for themselves.

All leaders have authority, but that authority is more than power -- it is the right to command, to teach, to guide, or to act. Leaders acquire their authority in different ways. Some are elected or chosen as leaders by a constituency (e.g. President Ronald Reagan). Others gain their authority by study or exceptional knowledge (e.g. Dr. Jonas Salk).

Additionally, some other leaders gain their authority through experience (e.g. Red Adair). A few gain their authority by taking power through force (e.g. Idi Amin). Students should see that a beneficial authority is not only someone who has power, but also someone who has the knowledge and the experience which grants that power.

Leaders do not fit some magic mold, being alike. Attributes such as organization, effectiveness, charisma, bravery, honesty, perseverance, responsibility, creativity, formal education, common sense, trustworthiness, communication, experience, and observation (among others) will not apply to every leader. Study can show which qualities were and are possessed by which leaders. Study can also show what leaders in student government and organizations may need the same attributes to lead well.

In short, biographical study can illustrate leadership in action, present models for students, and be adapted for any subject matter since leaders occur in all fields. Lists have been appended which cover various subject areas. Additionally, a calendar of birthdates is appended for teacher use in developing assignments for particular subjects.

BEATITUDES OF A LEADER

BLESSED is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

BLESSED is the leader who knows where he is going, why he is going, and how to get there.

BLESSED is the leader who knows no discouragement, who presents no alibi.

BLESSED is the leader who knows how to lead without being dictatorial; true leaders are humble.

BLESSED is the leader who seeks for the best for those he serves.

BLESSED is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

BLESSED is the leader who develops leaders while leading.

BLESSED is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

BLESSED is the leader who had his head in the clouds but his feet on the ground.

BLESSED is the leader who considers leadership an opportunity for service.

--- Author Unknown

RESPONDING TO AUTHORITY

. . . the response to authority by proven leaders . . .

1. Discuss with students the definition of the words "response" and "authority".

   A. Response - is a reply or a reaction.

   B. Authority - is the right to command, to teach, to guide, or to act. A person who has one or more of these rights is called an authority.

2. How did our proven leaders respond to having authority?

   A. Discuss with students how some leaders responded to having authority; what did they accomplish? (e.g.)

      1) George Washington - taking command of Continental Army; accepting Presidency
      2) James Monroe - reacting with Monroe Doctrine
      3) George Washington Carver - through perseverance of research of peanut, etc.
      4) Mary McCloud Bethune - through untiring efforts to promote Black education
      5) Clare Booth Luce - first woman ambassador to a major country.

      Students may select leaders or teacher may take from biographical lists in appendix or their appropriate content area.

   B. Discuss with the students the proven leaders personal characteristics, qualities and attributes that made him/her a leader; such as:

      1) organization
      2) effectiveness
      3) charisma
      4) bravery
      5) honesty
      6) perseverance
      7) responsibility
      8) creativity
      9) formal education
      10) common sense
      11) trustworthiness
      12) experience.

   C. Do all leaders possess all of these qualities, characteristics, and attributes? (No)

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D. What qualities, attributes and characteristics would be the most important, or most desirable, in a leader?

E. Do the qualities, attributes and characteristics of an elected public leader differ from an elected school/club president? (e.g. Governor vs Student Council President) How, if any?

3. How do leaders acquire the right to authority?

A. Being chosen or elected as leaders. (e.g. President Reagan elected by the citizens)

B. Study and Knowledge - if you want to learn to play the piano you seek someone who is an accomplished pianist to teach you.

-- People who have studied seriously in any field are the people who "know." (e.g. Dr. Karl Menninger, a renowned psychiatrist)

C. Experience - is the authority gained through repetition of appropriate actions or thinking. (e.g. Red Adair - fighting oil fires) (e.g. Henry Ford - V-8 engine, mass production of the automobile)

RESPONDING TO AUTHORITY

. . . . to make students aware of the many
different qualities of proven leaders . . . .

1. Have students "spotlight" a leader past or present by presenting facts, pictures, contributions and characteristics of a selected leader on a bulletin board. This could be an ongoing project all school term on leadership and citizenship.

2. Have students do an illustrated timeline of important events/ dates in the life of a proven leader.

3. Have students do a biographical report on a selected leader and complete a "Facts In Brief" on some outstanding person. If the symbol does not pertain to the person, have student put N/A (not applicable). This page can be used alone as a mini-report. Younger students can begin their research completing this form and compiling groups of famous people in a booklet.

4. Students may make a classroom calendar of famous leaders each month using people found in the biographical calendar provided on pages 549-67 or make their own choices. A calendar is provided on page 547 or it can be used as a pattern to enlarge one for a bulletin board.

5. Have students using brief facts make up riddles of proven leaders. These riddles can be made very easy or very difficult. It is a good way to study historical names as explorers, presidents or authors . . . There are various ways the riddles can be used -- learning centers, matching game drills or as an attention-getter to introduce units of study.

6. Using the stamp form on page 589, have students make a stamp collage of a famous person's life. Use pictures from magazines or illustrate symbols that pertain to events in his/her life. Pictures or color should cover the stamp entirely.

7. Have students select famous people to read about and then role play the life and events of that person. Another variation is to set the classroom up as a time machine television and present the report through interviewing as "You are There" -- discussing some important event in his/her life. A fun way to make a book report.

8. Have students do a comparison study of leaders in different time periods. Compare the goals of leaders, the problems facing each, the similarities of the problems, the qualities of each leader . . . This could be charted or displayed on a bulletin board. The comparisons point out how history repeats itself and the similarities of problems down through the ages.

9. Quotes of famous leaders, found on pages 568-74, can be used for discussion or a writing assignment.

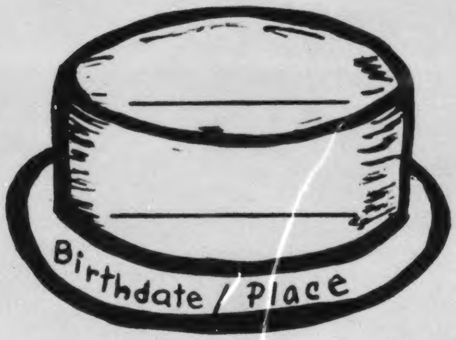
10. Think of a famous person for each student and write each name on a separate sheet of paper. Put the name on the back of the student, but don't tell them what name they have.

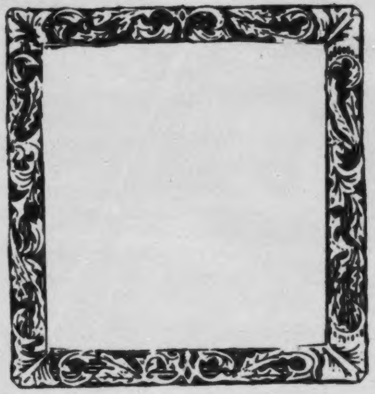
    Pick one student to go first and turn around so everyone can see the name written on his/her back. The student standing then begins to question the other students by asking such questions as "Am I a president?", "Am I alive today?" . . . These are "yes" or "no" questions only and from the answers given must guess who the famous person is pinned to his/her back.

BIO-FACTS IN BRIEF FOR. . .

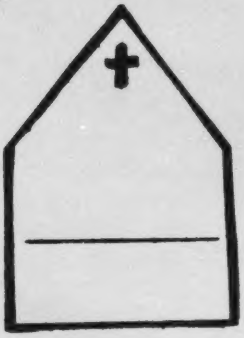
____

Write facts of person in proper symbol.

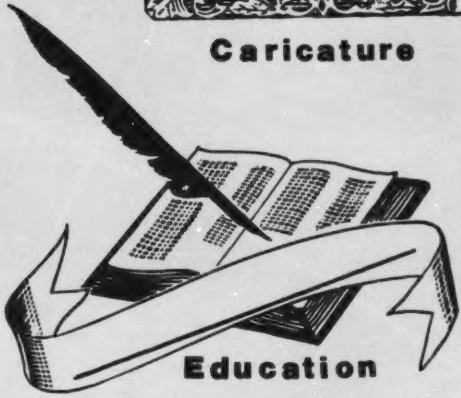

Birthdate / Place



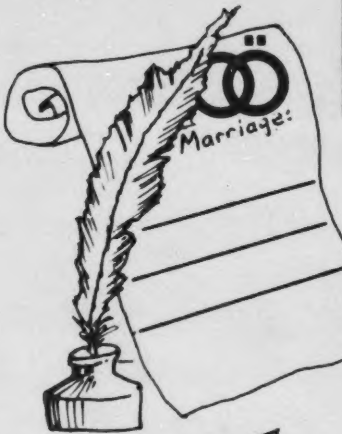
Caricature

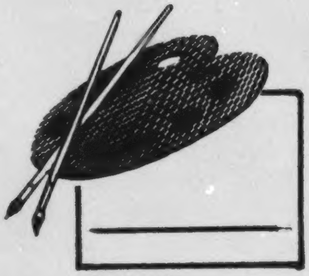


Religion

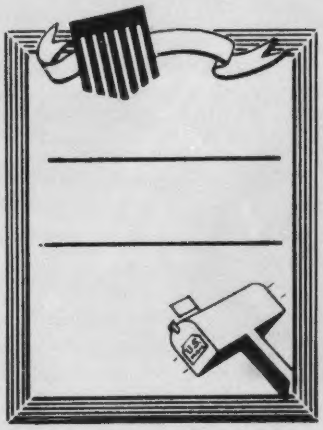


Education

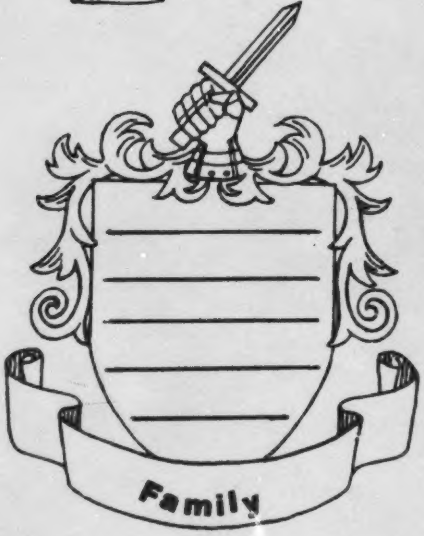


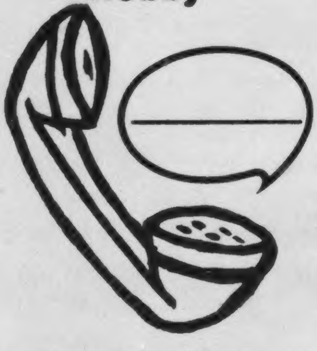


Hobby

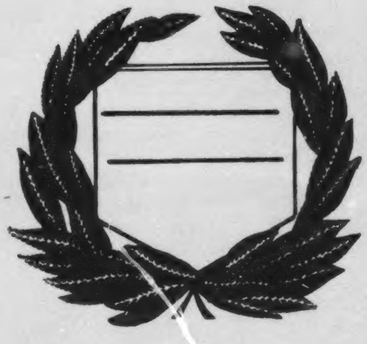


Home





Occupation



Death

RESPONDING TO PROVEN LEADERS

NOTES TO THE TEACHER: Activities follow which can be adapted for biographical research and reporting in any subject area. Selection of leaders for study can be teacher-assigned or student-selected. Lists have been appended for your benefit.

1. Introducing the Unit: If you choose to devote a separate study unit to biographical research, the following activities would serve as whole-class activities. On the other hand, if you choose to use biographical research as a learning center unit or for independent research, you may wish to use these activities as a first step.

   A. Have students brainstorm in small groups, listing all the leaders they can think of, and then share with the class as a whole. You may wish to record the lists on the board, since these lists can provide subjects for research.

   B. Have students prepare a list of research subjects by examining the index of their textbook. This will develop a list of persons directly connected with your subject matter.

   C. Put one or more of the following quotes on the blackboard and have students write about it or discuss it:

> "History is but the biography of great men."
> ---Thomas Carlyle
>
> "Read no history: nothing but biography, for that is life without theory."
> ---Benjamin Disraeli
>
> "Biography broadens the vision and allows us to live a thousand lives in one."
> ---Elbert Hubbard
>
> "Men make history and not the other way around. In periods when there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."
> ---Harry S. Truman
>
> "Leadership is action, not position."
> ---Donald H. McGannon

"Leaders have a significant role in creating the state of mind that is society."
---John Gardner

"I must follow the people. Am I not their leader?"
---Benjamin Disraeli

"The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on."
---Walter Lippmann

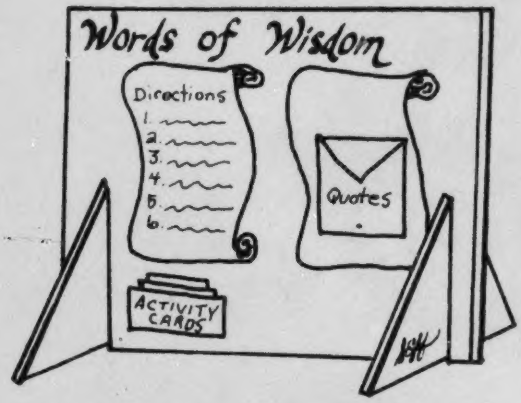
D. Have each student bring in a newspaper or magazine clipping about a current leader. Each student should tell the class about his leader and discuss the leadership qualities demonstrated by that leader. (Note: You may wish to eliminate someone like the President from the clipping possibilities so that you do not get 35 identical clippings.)

E. Prepare a bulletin board with pictures of past and present leaders in your subject area or in many subject areas. Include no names at all, but post a card for names to be written in. Give bonus points for identification and a single statement giving the leader's contribution. (Note: If this is used to introduce a study, be sure to pick some people who can be easily recognized or students may become discouraged before they even begin. Of course, you may want to demonstrate their lack of knowledge as a reason for study.)

F. Locate a well-written biography or short article on a person whose accomplishments are central to your subject area. Try to find a reading which is interesting, as well as informative. Read the article to the class, or duplicate for all class members. After reading, conduct a class discussion on the attributes this particular leader demonstrated, the source of his authority, and his accomplishments.

2. Setting Up a Learning Center: This unit can easily be incorporated in a learning center by adapting activities and worksheets. Some sample ideas are given on following pages.

3. Independent Study: Since biographical research also lends itself to independent study very easily, some independent study contracts and report forms are included in the Appendix, page 581-2 .



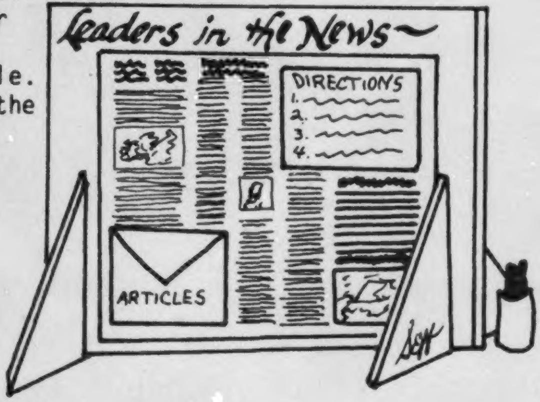
1. Write down famous or important quotes by people you want your students to study. Put these in the pocket titled "Quotes."
2. Directions should read:
    1. Draw a quote from the Quote pocket.
    2. Copy the quotation onto your own notebook paper, being sure to include who said it.
    3. Explain the meaning of the quotation in your own words.
    4. Then, write a paragraph in which you agree or disagree with the quote.
    5. Finally, make a poster which illustrates your quote. Include the exact words of the quote and an appropriate picture.
    6. Return the quote to the pocket and turn all your assignments into your teacher.

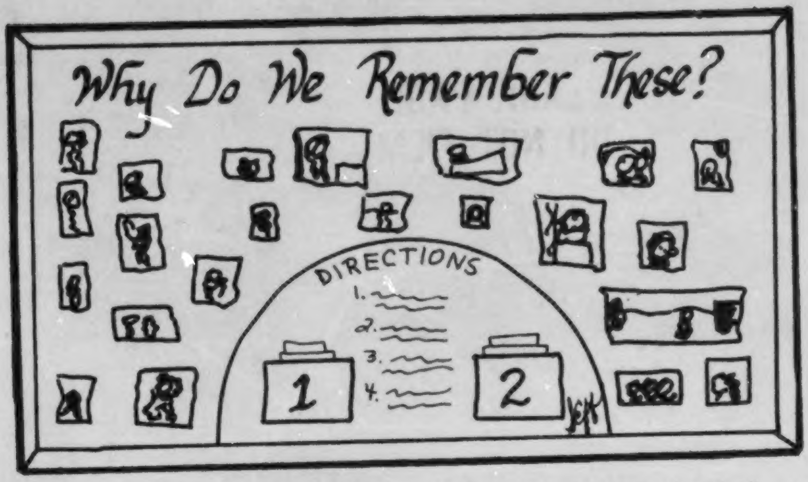
***NOTE: You can list several activities and include them in a pocket on the center. You might even require the students to look up quotes and write out quotes to place in the pocket on the center. If you choose to develop several activities, the directions should then tell students where to locate quotes, what to do with quotes, and so on.

* *

1. Cut out articles about leaders in the newspaper and magazines available to you. Place these various articles in a pocket on the center.
2. Directions should read:
    1. Select an article from the Article pocket. Read it carefully, taking notes in your own words.
    2. Write a short summary of the article, stressing the qualities of the leader mentioned.
    3. Write a story, poem, or song about the leader mentioned in the article.
    4. Return the article to the pocket and turn all of your assignments into your teacher.

***NOTE: You could include a pocket which would contain several possible activities. The activities used in the Biographical Reporting section would work well. See page 251 .




Why Do We Remember These?
DIRECTIONS
1.
2.
3.
4.
1
2

1. Use your bulletin board for a learning center about important leaders, by posting pictures, directions, and activity cards right on the bulletin board.
2. Locate pictures, photographs, or paintings of famous people you want your students to know about. Attach these to the bulletin board, numbering each illustration.
3. Directions should read:
    1. Select a number from pocket #1. This is the person you will report on. Locate the illustration that matches your number.
    2. Look up your person in the encyclopedia or any general reference book. Take careful notes in your own words. Be certain to write down where you get your information.
    3. Choose a method of reporting on your person from the activity cards in pocket #2. Follow instructions on the card.
    4. Turn all of your completed assignments in to your teacher.
4. Use the many activities mentioned in the section on Biographical Reporting, page 251-6. These have been written so that you can cut them out and mount them on index cards. Select those which you feel you want your students to do. Index card designs have been included in the Appendix, page 541-3.

Biographical Reporting

1. Use the Newspaper Form. Write a news story about your leader. On the two lines at the top write in a "kicker" about your leader or a time and place notation. In the space provided, draw a picture of your leader or of an important event in his/her life. You may continue your story on additional pages, if necessary. Include a "jump line".

   (A "jump line" is a short headline which tells the reader where the story is continued. For example, "see Fire, page 2.)

2. Use the Lapel Button Form. Design a medal to commemorate the accomplishments of your person. You may wish to include his/her image or symbols associated with the person and his/her accomplishments. On a separate page, write at least one paragraph explaining what the medal means and why it was awarded.

3. Use the Picture Frame Form. Draw a caricature of your person or an original portrait. In either case, make sure that the physical characteristics which distinguish your person are clear. If you are not an artist, you may choose instead to create a collage about your person's life. If so, be sure to use words and pictures.

4. Use the Storyboard Form to plan a filmstrip or video tape about your person's life. Sketch in the different scenes and settings, or illustrations, in the panels provided. Then on the right, write down narration, camera directions, or a script. Use as many forms as you need.

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5. Use the Statue Pedestal Form. Design a statue about your person. This statue may be a classic form, actually reproducing the person's appearance, or an interpretative form, representing his/her accomplishments or personality in an abstract manner. On a separate page, explain or describe your statue. Also describe where you would have it placed and why you chose that location.

6. Use the Book Cover Form. Design a cover for a book about your person's life. Give it a clever title and appropriate illustrations. On a separate page, write either an outline for the entire book or the introduction to the book.

7. Use the Book Cover Form. Design a cover for a children's book about your person's accomplishments. Then write the children's book. Remember to use simpler language and to print neatly. You will also need to draw illustrations for your story. Since this is for children, concentrate on major accomplishments.

8. Use the Pennant Form. Write a motto or slogan for your person. Draw it in the appropriate space. On a separate page, write at least one paragraph, explaining why you feel that motto or slogan is appropriate for your person.

9. Use the Belt Buckle Form. Choose a scene from your person's life to reproduce as a belt buckle design. Remember to simplify the scene so it could actually be carved. Draw as a simple line drawing. On a separate page, write at least one paragraph explaining why this particular scene was so important in your person's life. Or write a first-person narrative, as if you were there, watching the event take place.

10. Use the Stamp-of-Life Form. Select a scene from your person's life or some accomplishment which can be illustrated. Design a stamp which commemorates your person in some way. Look at actual stamps for ideas. Include all the necessary information -- title, stamp price, and art work. In the space below, explain what your stamp represents and why your person or his/her accomplishments deserve to be so honored. Continue on additional pages if necessary.

11. Use the Postcard Form. Select a location important to your person. Describe the location in the lines on the left. Cut the form out, mount on sturdy cardboard, and illustrate your location on the back. Address the card to yourself and write a message from your leader. Design a stamp commemorating your person's accomplishments and postmark appropriately in the spaces provided.

12. Use the Interview Data Sheet. Plan an imaginary interview with your person. Include all information called for on the card. After filling in the form, write the imaginary interview in question and answer form on separate paper. (Note: This may be diffcult unless you have read a full biography.)

13. Use the Private File Form. This form calls for detailed data about the person. Imagine that you are the person, filling in the form yourself, or an investigator filling in the form about the person. Fill in all spaces appropriately. (Two pages)

14. Use the How to Write a Ballad Form and the Ballad Planning Sheet. Following the directions on those two sheets, write a ballad about your person and his/her accomplishments. You may wish to actually perform or tape record your song.

15. Write and illustrate a clerihew about your person. A clerihew is a short poem consisting of two couplets. It is always about a famous person, whose name forms one of the lines. The rhyme scheme is aabb. The number of stresses per line can vary. Example:

Edgar Allan Poe
Wrote of horrors and woe
And mysterious places full of doom.
He made great poetry out of gloom.

16. Write and illustrate an acronym or acrostic poem about your person. These types of poems are verses where the opening letter of the lines, or the closing letters, or letters arrived at by some other method, name a person. See the following example:

Preaching revolution
And asking men their patriotic duty to do,
Inspiring, inciting, encouraging.
Nation builder, hope-bringer --
Every word a golden one.

17. Write a recipe for your chosen leader. Use the language of recipes, but use qualities and experiences for the ingredients. Be sure that you plan your proportions. For example:

1 tsp. formal education
2 cups ambition
1 lb. wisdom
dash of wit
pinch of sarcasm
1 lb. patriotism

Mix well in a creative mind and cook for a lifetime.
(Benjamin Franklin)
Your recipe would be more complete, of course, and follow correct recipe format.

18. Write a concrete poem about your person's life and/or accomplishments. A concrete poem is shaped to represent the person or object it describes. For example, a poem about Benjamin Franklin might be written inside a kite outline or a profile of Franklin himself.

19. Design a birthday card for a famous person you have selected as a leader. Make the illustrations appropriate to his/her life, accomplishments, or time period. Write an appropriate verse and color it neatly. If possible, include the actual date of birth in a short biographical sketch on the back of the card.

20. Design personalized stationery for your person. For example, Ben Franklin's stationery might have his name written in red, white, and blue letters inside a kite design. Use an appropriate address and wording to write a letter from the person, telling about his/her life, activities, occupation, etc. Franklin might write about the latest meeting of the committee to write a constitution, or some such event. You might include several events, as if you were catching a friend up on all the news.

21. Form a group with four other persons to present a "Meeting of the Minds" forum for class presentation. Write out a set of questions a moderator might ask you (as the person) during a session. Write an introduction for the person. Develop a costume to wear during the presentation, since you will play the person. You may wish to choose a topic for your group to discuss during your session. (See a program so you will understand the format.)

22. If your person is a historical personality, write a first person "I" form narrative revealing his/her thoughts and comments if he/she were suddenly to be transported to today's America. What would he/she praise? condemn? What would have changed since his/her day?

23. Dress as your person and come to class in character. Introduce yourself to the class and then answer questions from the floor about yourself. Really "get into" the part. Adopt an accent and attitude if appropriate. Become Benjamin Franklin or whomever your report is about.

24. Design a coat of arms using the blank shield for your famous person's family name. Use the banner to describe the outstanding characteristic of your person's life.

...a citizen's WHO'S WHO!!

I, ______________________________, am a citizen

of ____________________, living in the City of __________,

in the State of ______________________________,

and in the County of ______________________________.

Who is:

The Mayor of your City ______________________________

The Governor of your State ______________________________

The President of your Country ______________________________

Name One U. S. Senator from your State ______________________________

Name One U. S. Representative to Congress from your State ______________________________

Name One State Senator who works in your State Capitol ______________________________

Name One State Representative who works in your State Capitol ______________________________

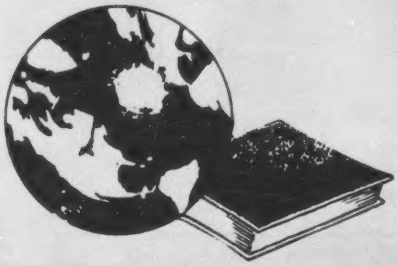
Name One Councilman/woman who makes laws for your City ______________________________

Name One U. S. Supreme Court Justice ______________________________

Name One Judge in your State's highest court ______________________________

Name One Municipal or City Court Judge in your city

____



How To Make A "Who's Who in Leadership" Game

1. Divide the class into groups of approximately four.

2. Give each group a list of names from which they can select 16 leaders or give each group a category (Presidents, Black Leaders, Native American Leaders, Sports Leaders, Literary Leaders, etc.) and require that they develop a list of 16 individual leaders in that category.

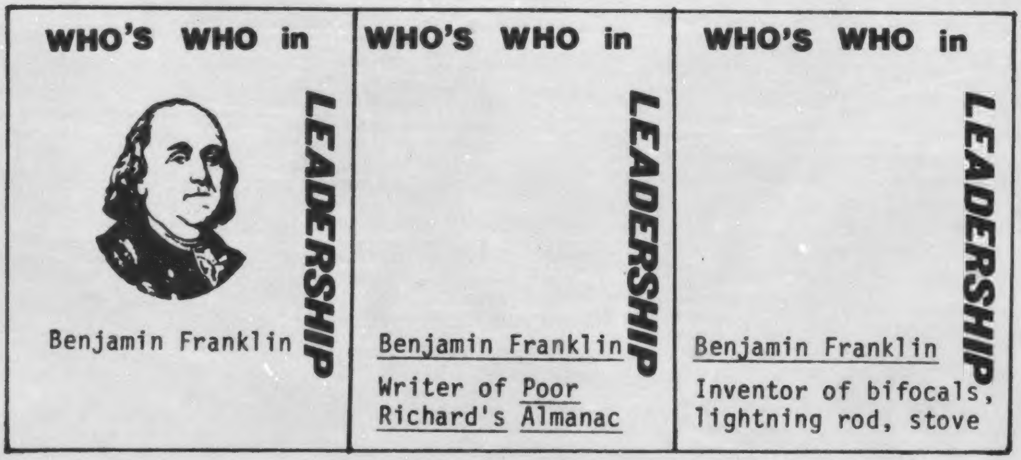
3. Give each group 48 index cards. This will be enough cards for the group to design 16 picture cards naming the individual leaders and 32 fact cards, listing two fact cards per leader.

4. The group must then prepare three cards for each leader -- one picture card as shown below and two fact cards as shown below. Pictures can be cut and pasted, drawn, or traced. In some cases, students may wish to substitute a symbol which represents that particular leader's accomplishment or area of accomplishment.

5. Bonus points should be given to game developers for neatness and creativity.

6. Each group should then write out a set of directions for play, as given on page 259, but making it specific to their game.

7. Directions and all game cards should then be packaged attractively in a box. The box itself should have an attractive cover and bear the specific name of the individual game. For durability, you may wish to laminate all card games and keep for future classes to play.


WHO'S WHO in
LEADERSHIP
Benjamin Franklin
WHO'S WHO in
LEADERSHIP
Benjamin Franklin
Writer of Poor Richard's Almanac
WHO'S WHO in
LEADERSHIP
Benjamin Franklin
Inventor of bifocals, lightning rod, stove

WHO'S WHO IN LEADERSHIP

MATERIALS: One deck of cards including 16 picture cards of Leaders, and 32 fact cards (two for each of the sixteen people).

THE OBJECT: To match the most sets of cards. A matched set consists of three cards -- a picture card and two fact cards, all giving information on the same leader.

TO BEGIN: Shuffle all cards and deal each player seven cards. The remaining cards are to be placed face down on the table.

TO PLAY: Each player takes a turn by asking one of the other players whether she/he is holding a given card. If the player asked has the requested card, the card must be given to the player asking. The player who is taking his/her turn may keep asking other players until a player does not have the requested card. If a player answers "No" after being asked for a card, the player whose turn it is, ends the turn by drawing from the face-down card pile.

A player's turn always ends after receiving a "No" answer to a request for a given card. The turn always ends by drawing from the pile.

As long as a player continues to receive the cards requested from other players, the turn continues.

THE WINNER: The winner is the person with the most matched sets after a player runs out of cards. Remember, a matched set must include the three different cards naming the same person.

LAYING DOWN SETS: Each time a matched set is completed, you must lay it down in front of you.

NUMBER OF PLAYERS: Two to Four

CHARTING LEADERSHIP QUALITIES

PURPOSE: To make students aware of the various qualities leaders may have and how those combinations may vary.

NOTES TO THE TEACHER: You may use this assignment as a part of individual biographical reports, as a response form to individual speeches about leaders, or as an on-going method of examining leaders studied throughout the year.

PROCEDURE:

1. Duplicate the worksheet, "Charting Leadership Qualities," page 261. Explain how to use the form and define any unfamiliar terms for students. Point out where students are to enter their own names and the name of the leader being studied.

2. You may wish to specify the charting format. Directions on the form include the option of a horizontal bar graph or a line graph. If students are assigned a line graph, you will note that a dot is centered across from each quality to make graphing uniform. If students are assigned a horizontal bar graph, they will need to draw in the bars using the dots as guidelines. Tell them that each horizontal bar should be separated from other horizontal bars by at least a small space. They can line their bars up using the dots as guidelines or the qualities themselves as guidelines.

3. You may wish to make a transparency of the page and demonstrate both techniques with someone the class has studied. Students could vote on the level of each quality they feel a particular leader had. That way they could practice the entire process of graphing before trying it on their own.

Name of Leader____________________ Student Name____________________

CHARTING LEADERSHIP QUALITIES

Directions: Chart the leadership qualities displayed by the leader assigned by placing a dot across from each quality at the appropriate level and connecting the dots OR by drawing in columns and shading to the appropriate length across from each quality. Write in additional qualities if needed.

Ranking

10	9	8	7	6	5	4	3	2	1	
										ORGANIZATION
										EFFECTIVENESS
										CHARISMA
										BRAVERY
										HONESTY
										PERSEVERANCE
										RESPONSIBILITY
										CREATIVITY
										SELF-EDUCATION
										FORMAL EDUCATION
										COMMON SENSE
										TRUSTWORTHINESS
										COMMUNICATION SKILLS
										EXPERIENCE
										OBSERVATION
										PHYSICAL EXCELLENCE

HALL OF FAME

PURPOSE: To help students recognize proven leaders in their own fields of interest through establishing a Hall of Fame.

NOTES TO THE TEACHER: This activity seems to work best if you let students select their own areas of interest - modeling, football, politicians, etc. Even so, you can assign an area which you want students to consider and use the same forms.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Hall of Fame for ______________," page 263.

2. Tell students that they will be selecting 12 people to investigate, nominate, and install in their Hall of Fame. You may wish to have students work in groups (three to five) or individually.

3. For each person they select for their Hall of Fame, they will need to write a 100-word justification. This must be exactly 100 words - not shorter, not longer. This justification must give name, birth and death dates (if applicable), and a summary of accomplishments. Everything in this short paper must support their contention that this person belongs in their Hall of Fame.

4. Additionally, the group will need to fill in the "Hall of Fame for ______________" form, giving the name and major accomplishment of each person selected.

5. For extending activities, you may wish to have students design a Hall of Fame plaque to be awarded to winners, design a poster mentioning the field of interest and all 12 members, or to give a speech briefly mentioning each member and his/her accomplishments.

NOTE: A variation on this procedure can be to assign the same area of interest to all students. Each student then nominates one different person to be a member in the Hall of Fame. Each student would write a 100-word justification and make a short two-minute speech nominating their choice. A voting sheet for all nominees could be made up and each student would vote on his ten or twelve recommendations. If you use this approach, you may want to assign a field of interest directly related to your subject area.

✲ Hall of Fame for ____________________

LEADER SURVEYS

PURPOSE: To let students practice surveying while discovering leaders who are held in high and low esteem by the general public.

NOTES TO THE TEACHER: If this type of survey is to be really effective, students must go beyond the classroom. Merely surveying fellow students will not expose them to the varied opinions held by the general public.

PROCEDURE:

1. Explain to students that they will be conducting a random survey. A random survey requires that they contact a variety of people. To do so, they must interview people outside of the classroom.
2. Explain the etiquette of surveying. Make a transparency of "How to Survey," page 265 or duplicate copies for every student.
3. Assign specific questions to ask (perhaps from the suggested list below) or allow students to develop questions which will relate to a study of leaders.
4. Assign a specific date when individual surveys must be completed so that the class can compile the results. If you feel that students need a duplicated form with the specific questions to be asked on that form, make up a ditto and duplicate enough for every student to have at least ten copies. Note, however, that most survey questions are short enough so that this may not be necessary.
5. You may wish to have students ask only one question, or to have each student ask a whole series of questions. If you have numerous responses to each question, you may want to divide the students up into groups to compile the results.

Suggested Questions:

1. Who do you consider the greatest living leader?
2. What do you consider the most important quality in a good leader?
3. Which of these qualities do you consider important in a leader? (Then read off a list or let the subject check off a written list.)
4. Which President do you consider our greatest leader? our worst leader?
5. What five people do you consider to be the greatest leaders who have ever lived?
6. How would you rank these five people as leaders? (Read off a list or allow subject to check off a written list.)
7. Who would you name as the most feared person of all time? the most respected?
8. Any question which can be given an objective answer. Avoid questions which may require lengthy answers. Most subjects will not cooperate.

HOW TO CONDUCT A SURVEY

1. Choose a location which will not block entrances to stores or crowd aisles. If you are surveying inside a store, get permission from the store manager first. Be sure to explain who you are and what you are doing when asking permission.
2. Dress appropriately. People are not likely to stop and answer your questions if you are in your cut-offs and barefooted. If you do not take the assignment seriously, they will not take you seriously.
3. Have your questions written out legibly so you can ask the questions the exact same way every time. Some subjects may want to see your questions. You may also wish to copy the questions down several times for subjects to write in answers. You could also ditto off copies of your questions for each subject.
4. Be extremely courteous at all times. No one has to answer your questions. If someone chooses to do so, they are being courteous and helpful. If someone refuses you, do not respond disrespectfully. Another subject may see this and also choose not to answer your questions.
5. Say, "Excuse me." Tell your subjects who you are, your school, and why you are conducting this survey. Tell them that it will take only a minute of their time. Thank them after they answer your questions. Thank them, even if they do not answer your questions.
6. Be prepared for rude subjects. Do not respond with equal rudeness.
7. Remember that you represent your school and class in this survey.
8. ADDITIONAL POINTERS:
    a. Carry extra pencils and pens.
    b. Attach your questions to a clipboard, file folder, index cards, or other stiff backing for support.
    c. Keep your questions and answers organized and clearly labeled so that your responses make sense when you finish. This is especially important if you are asking each subject more than one question.
    d. Try to select a varied subject group. Do not ask all men, all women, only people who appear wealthy, etc. Random means just that. If your survey is to be representative of the general public, you must ask all types and ages of people.
    e. Choosing a site is very important. Pick a place where you will come into contact with a variety of people - supermarket, department store, discount store, athletic event, shopping center, etc.

VARIATIONS: You can vary your interview by going door-to-door, but be very careful about such a procedure. Do not enter anyone's house under any circumstances. Stand several feet away from the door. You can also survey by telephone, but subjects are less likely to respond to you. Many people see this as a violation of their privacy and will respond angrily as a result.

RESEARCH PROJECT STEPS

1. Select the person who will be the topic of your project.

2. Locate and read one entry about your person in a general reference work (encyclopedia, biographical dictionary, collection of short biograhies). Take notes. Use standard bibliographic form and record page numbers. Do not copy down complete sentences, only important facts. Any sentence which you do copy word-for-word from your source should be in quotation marks.

3. Decide which research tools are relevant to your chosen topic. Will you use magazines, Current Biography, an actual interview, a complete biography on the person, television, newspaper? What sources will be available and useful?

4. Locate and read three to five other more specialized sources about your person. Take notes. Use standard bibliographic form and record page numbers. Once again, do not copy anything word-for-word unless you include it in quotations and give the exact page number.

5. Compose a thesis statement for a short essay about your topic. A *thesis* statement must include the specific topic and an opinion or conclusion to be proven by the paper. For example:

> Franklin Delano Roosevelt changed the course of American politics when he became President.
>
> Few inventions have expanded man's world or have produced such far-reaching effects on so many diverse areas as the aqualung invented by Jacques Cousteau and Emile Gagnon.
>
> Although Stephen Crane lived only 28 years, his brief writing career set the stage for both modern poetry and the realistic modern novel.

Can you see how each of the above statements has a specific topic -- FDR's influence on American politics or Crane's impact on modern literature? Each statement also includes an opinion about the topic. Can you see that an opinion is an *arguable* statement? Someone else might not feel that the aqualung was very important at all. This *thesis statement* is a summary of the position you will support in your paper.

6. Devise some way to use a survey or an interview to add to your knowledge. For example, you might interview a professor of political science or a politician for more information on FDR, or you might conduct a survey to see how many people know who Cousteau is and how many know he invented the aqualung to find out how well-known this accomplishment is in comparison to other accomplishments he has made.

7. Write a short essay (about 5 paragraphs) supporting your thesis statement. Include an introductory paragraph which will introduce the subject and get your reader's attention. This introductory paragraph should include your thesis statement. Use your middle paragraphs to prove your statement by referring to your research. Provide footnotes if you use statistics,

quotations, or other factual data from your sources. In your concluding paragraph, echo the opening in some way -- by re-stating the thesis, summarizing, calling for action, or making a personal comment on the topic.

8. Provide a creative cover sheet for the complete project or follow the format described on "Leader Research Folders."

9. Include all notes, survey forms, survey results, and the essay when you turn in your final project.

10. End the project with a complete bibliography and a listing of footnotes if applicable.

11. Be prepared to share your research in other ways your teacher may assign -- oral presentation, role-playing, creative writing, and so on.

NAME________________________________ CLASS________ DATE____________

EVALUATION CRITERIA FOR RESEARCH PROJECT

Student ________ Teacher

________ 1. The project includes a creative cover sheet or is presented in a research folder design. ________

________ 2. It includes notes on a minimum of one general reference and three specific sources. ________

________ 3. Notes reflect ability to summarize and to use quotations where appropriate. ________

________ 4. A survey or interview was used to augment data, or some other type of additional source was used. ________

________ 5. The survey or interview is carefully constructed and results are clearly presented. ________

________ 6. Thesis statement includes specific topic and opinion or conclusion to be proven. ________

________ 7. Short essay includes introduction, development paragraphs, and conclusion. ________

________ 8. Short essay supports thesis statement. ________

________ 9. Short essay reflects good basic writing skills. ________

    _____Avoidance of run-on sentences _____
    _____Avoidance of fragments _____
    _____Correct spelling _____
    _____Subject/verb and noun/pronoun agreement _____
    _____Correct punctuation _____

________ 10. Footnotes are appropriately and correctly used; plagiarism is avoided. ________

________ 11. Correct bibliography form is used. ________

________ 12. Student's report demonstrates knowledge of topic and understanding of source material. ________

COMMENTS: ____

____

____

____

FINAL GRADE ___________

Research Folders

1. Each student will need one regular letter size manila folder.

2. Assign individual leaders to each student or allow them to choose from one of the lists in the Appendix. It is suggested that you allow no duplications within an individual class so that library resources will not be strained and so that you will have a broader resource file for future use.

3. Each student must now do research on his chosen or assigned leader. He should take careful notes, citing sources as he goes, using correct bibliographic form (see Appendix, Preparing a Bibliography, page 613-4).

4. The final report will be in the following form:

   A. Cover of Folder: A drawing, photograph, or collage to represent the leader chosen should be attached to the front. Obviously, the more attractive this cover is, the better the student grade. The student may want to include phrases to describe this leader, accomplishments, quotes by and about this person, etc. to make the cover more interesting. The student's name should appear somewhere on the cover.

   B. Inside of the Folder:
      1) The left side must include a carefully written one page biography about the leader. This should be carefully drafted before being written into the folder. This report should stress the leadership qualities and accomplishments of the chosen subject. An absolute minimum of ten important facts must be included. The report must be in the student's own words.

      2) The right side must include some kind of game or activity using information given in the biography on the left side. This activity might be a matching quiz, a short answer quiz, a seek-and-find puzzle, a crossword or linked letter puzzle, etc. It should be an activity which has definite objective answers.

   C. Back of Folder: The answer key for the quiz or activity inside should be given on the back of the folder. This is also the location for the student's bibliography.

   D. Folder tab: Name of the leader should be written on the tab, last name first.

5. You may wish to laminate folders once they are completed and keep in the room as a resource file or give to the library to form a section of your school library's vertical file.

NOTE: Students should be encouraged to make folders colorful and exciting. They may wish to type reports and games, to include illustrations throughout. Material can be written or typed on colored paper and glued into the folder to add interest.

LEADER RESEARCH FOLDERS

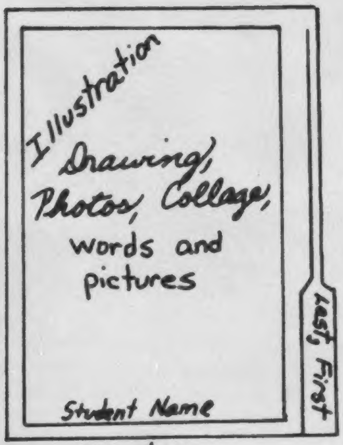
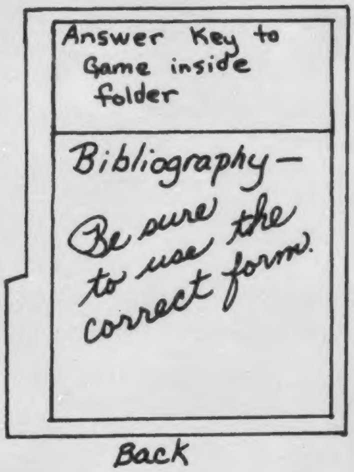
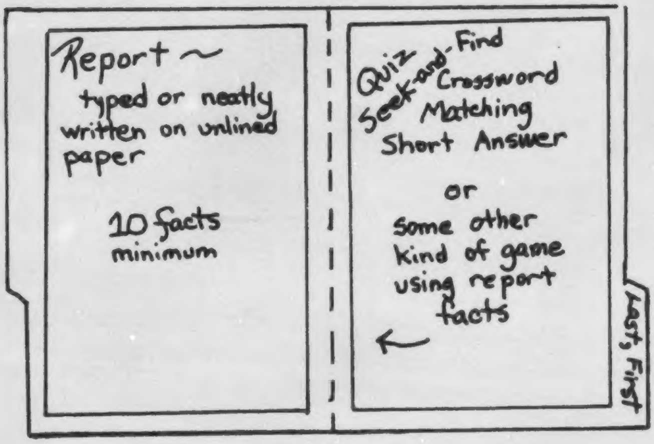


Illustration
Drawing,
Photos, Collage,
words and
pictures
Student Name
Last, First

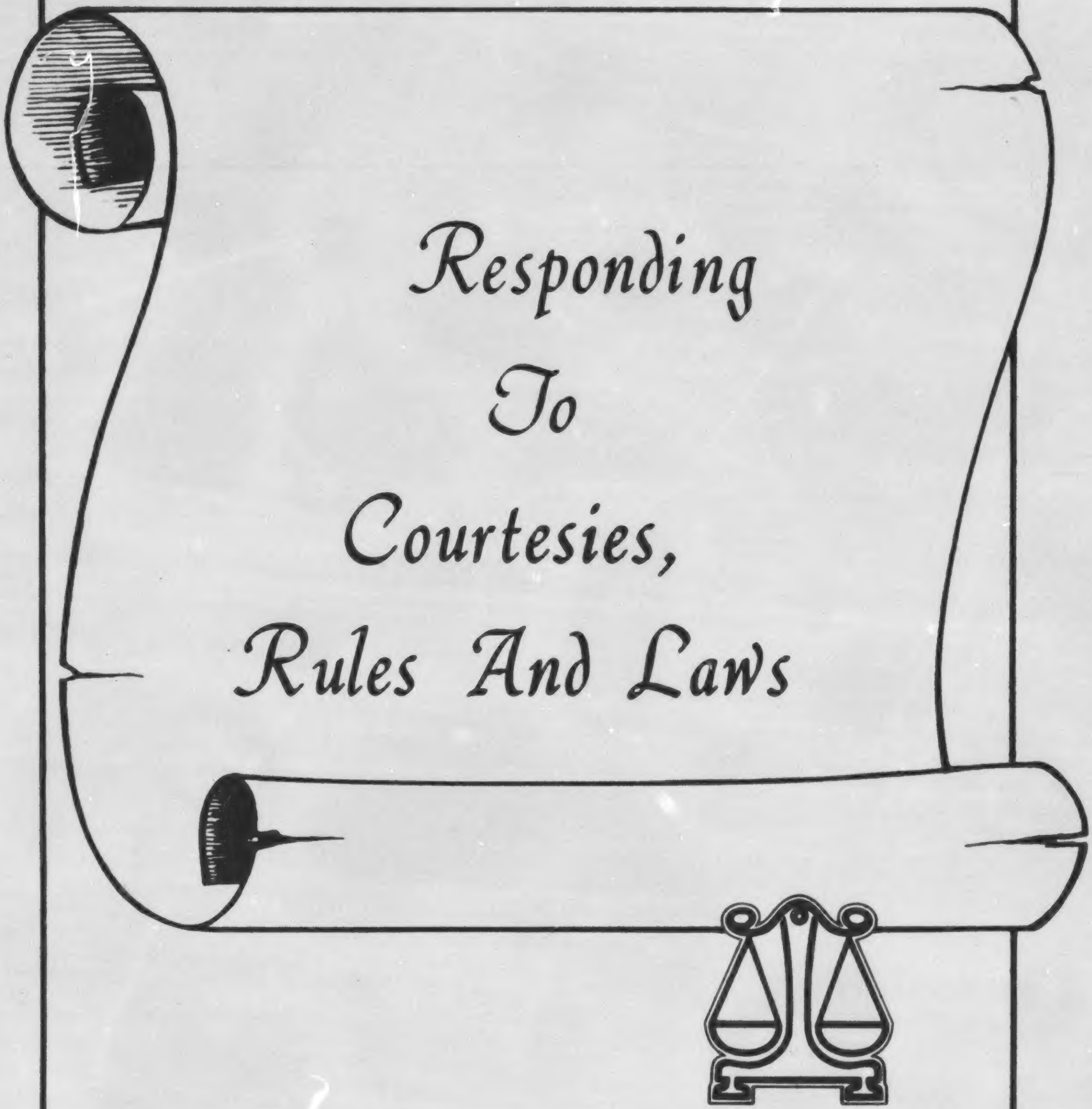
Front


Answer Key to
Game inside
folder
Bibliography—
Be sure
to use the
correct form.

Back


Report ~
typed or neatly
written on unlined
paper
10 facts
minimum
Quiz
Seek-and-Find
Crossword
Matching
Short Answer
or
some other
kind of game
using report
facts
Last, First

Inside



Responding To Courtesies, Rules And Laws

RESPONDING TO COURTESIES, RULES & LAWS

> . . . to promote citizenship and leadership through a study of of rules, laws and courtesies, an examination of the purposes they serve, the development of rules for specific situations, role-playing of etiquette guides, and game simulation related to rules, laws, and courtesies . . .

Most secondary students are familiar with the three branches of government and their function, but few really understand the purposes behind man's ancient need for established guidelines. Many students may not see the differences between rules, laws, and courtesies and their attendant purposes. As citizens, they are required to abide by laws which they little understand. As students, they may feel hemmed in by rules for which they see no reason. As young people, they may be ignorant of the courtesies that form the core of our cultural etiquette. As potential leaders, they may some day be responsible for supporting or changing these rules, laws, and courtesies.

Since the emphasis of this guide is on citizenship and leadership, activities which have been suggested also emphasize this aspect. An important component of this study is the correlation between rights and responsibilities -- certainly essential to any study of rules, laws, and courtesies. An additional emphasis is placed on role-playing and game simulation, since citizenship and leadership are a response, not a passive activity, and students need to practice these processes.

Simply stated, laws and rules develop to provide safety and protection, to establish justice and avoid conflict, and to promote order. This applies within the home, at school, and at the levels of city, state, and national government. Safety is the primary reason a shop teacher develops rules for using dangerous equipment; safety, too, is the primary reason a state develops laws for obtaining a driver's license or a nation develops laws for access to classified information. In many cases, etiquette has developed to protect people from social embarassment by outlining expected courtesies for all parties. Justice and order can also be seen as reasons behind rules, laws and courtesies, all at these same levels.

BEST COPY AVAILABLE

RESPONDING TO COURTESIES, RULES & LAWS

. . . to respond to authority as a citizen through courtesies, rules and laws . . .

1. Discuss with students how a citizen of the home, school or nation responds to authority through courtesies, rules and laws.

   A. Discuss with students what is a rule. A courtesy. A law.

   . . . students may arrive at similar definitions:

   1) authority - right to enforce or control

   2) courtesy - genuine and habitual politeness

   3) rule - a prescribed guide for conduct or action

   4) law - a rule of conduct or action required that is recognized as binding or enforced by a controlling authority regulating the way people live.

   B. Why do we need courtesies, rules, and laws in a family?

   1) safety

   2) establish justice (fairness) and avoid conflicts

   3) order

   BB. Why do we need courtesies, rules and laws as a student citizen in the classroom, other school areas and bus?

   1) safety

   2) establish justice (fairness) and avoid conflicts

   3) order

   BBB. Why do we need courtesies, rules and laws as a citizen in our community, state and nation?

   1) safety

   2) establish justice (fairness) and avoid conflicts

   3) order

   * Student should realize citizens of all ages follow courtesies, rules and laws for same reasons.

   C. Students may develop safety rules for a home:

   (Rules may be developed for your appropriate age level.)

CC. Discuss with students the safety rules for the school, playground and campus areas and bus. Use your school rules and bus regulations at this time.

. . . students may develop classroom rules of safety at this time, if teacher wishes.

CCC. Students may discuss courtesies, rules and laws of safety for citizens in the community, state and nation:

1) be aware and obey regulations of governmental agencies as:
    a) fire inspector
    b) food inspector
    c) building inspector
    d) park rangers

2) obey traffic codes and laws
    a) as a pedestrian
    b) as a cyclist
    c) as a driver

3) being informed of regulations

4) following codes and regulations

5) being involved and concerned

D. Students may develop rules to establish justice (fairness) and avoid conflicts in a home by:

1) taking turns

2) sharing chores, duties . . .

3) sharing toys, telephones, cars . . .

4) listening carefully

5) respect privacy of others

6) being courteous.

DD. Students may develop rules to establish justice (fairness) and avoid conflicts in the classroom, in other school areas, and bus by:

1) asking permission before using others' supplies, equipment . . .
2) taking turns
3) sharing
4) being a good listener
5) following rules
6) being courteous
7) thinking before taking action.

DDD. Discuss with students some of the courtesies, rules and laws of justice (fairness) to avoid conflicts that citizens follow:

1) contracts - legal agreements in business, marriage and divorce, buying and selling . . .

2) civil laws - the rights of the individual to protect himself and his property. Protected by the Bill of Rights and rights include personal liberty, safety, ownership of property and reputation

3) the criminal law - protects the community (you) from harmful acts of individuals. A "crime" is an offense against society and is enforced by the state and federal governments with penalties, which are fines and/or imprisonment or death

4) by respecting the civic rights of others.

** Rule to Remember: Your freedom ends where the other person's freedom begins.

E. Students may develop rules for order that can be used in a family situation:

1) cleaning bedroom, other chores

2) putting away toys, bicycles . . .

3) organizing self needs for the next day.

EE. Students may develop rules for order to be used in a classroom (order defined as prescribed arrangement):

1) movement in classroom

2) duties in classroom

3) placement of supplies and equipment.

Students may identify school rules or develop rules for order to be used in other school areas (lunchroom, halls . . .)

1) walk in orderly way

2) courtesy in lines

3) putting equipment in proper place

Students may identify the school rules or develop rules for order to be used on the bus:

1) keeping hands and feet in proper place

2) keeping personal supplies, equipment . . . out of aisle

3) sharing seats.

EEE. Students may identify laws of order that a citizen follows:

1) litter laws

2) zoning ordinances

3) non-striking personnel (e.g. fireman, policeman)

F. Do rules and laws ever change?

1) Discuss with students rules they have followed when they were three. . . five. . .

2) Discuss with students if their chores or responsibilities changed since they were three . . . five . . .

3) Discuss with students how rules and freedom change as student citizens become more responsible.

FF. Do changing circumstances change rules in school area? Discuss with students:

1) What brings about changes in rules at school? (e.g. lack of responsibility so it is no longer necessary?)

2) Discuss with students if weather can bring about rule changes.

3) Discuss with students how the changing age of students brings about rule changes.

4) Discuss with students how rules change from classroom to outside areas. (e.g. inside vs. outside voices, walk vs. run)

5) Discuss with students how rules change from outside area to the bus. (e.g. jumping vs. seated; inside vs. outside voice)

6) Discuss with students how rules change from classroom to bus. (Bus should be thought of as a moving classroom!)

FFF. Do laws ever change in your community, state or nation?

. . . To substantiate that laws do change, you may wish to discuss the following laws:

1) a person could receive the death penalty for disobeying a parent (18th Century - Connecticut)

2) in Michigan a woman is not allowed to lift her skirt more than six inches to avoid mud puddles.

3) in Boston, a man will spend time in the stocks for kissing his wife in public

4) in Bristow, Oklahoma, public eating houses are required to serve each customer one peanut in the shell with every glass of water

5) an Oklahoma statute in 1931 proclaimed that a steamboat captain could be held guilty of manslaughter if his boat blew up and killed anyone during a boat race.

COURTESIES, RULES & LAWS

. . . to make students aware of the courtesies, rules and laws about them . . .

1. Have students complete worksheet, "These Signs Help Keep Us Safe," page 285. Answers: (1) stop (2) railroad crossing (3) stop, wait, go. Have students notice traffic signs on their way home and have them draw as many as they can remember.

2. Have students make up one rule about this game. (Obvious rule - each player hits the birdie. . .) Page 286

3. Have students complete worksheet on "Some rules that . . .," listing rules they can do, can't do and as they grow older - someday I will do. Page 288

4. Students may use page 290-3 to record rules at home, school, or club . . . they might belong to and need to follow.

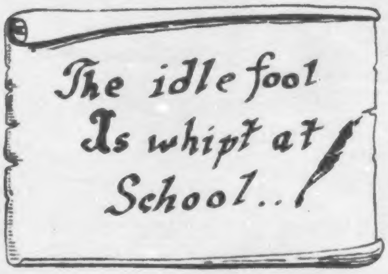
5. Have students make a mobil using the traffic sign shapes. Students may illustrate a rule of the classroom, lunchroom, play area. . . or write it neatly on the different shapes. Signs should be reproduced on heavier grade paper (e.g. construction paper).

6. Have students break into small groups (5 or 6) and have them develop a school (or town, classroom, a country) of their own. Have them discuss their ideas, write them out, draw pictures, design maps, make rules or laws to follow in their imaginary setting.

   Students may evaluate their rules or laws by using the guide on the following page.

7. Some actual laws may sound "loony", but they were enacted at one time or another in history! Many are still on the books. At one time, no doubt, there was a good reason for all of these laws -- although we may not understand the reasons now. Laws were made because of local customs, religious beliefs, and superstitions. In ancient Egypt killing a cat, even by accident, was a crime punishable by death -- as cats were regarded as gods!

   Have students to puzzle out possible reasons for these laws. They may draw cartoons illustrating the reasons or create a story about why the law was really written. Loony Laws are found on page 301-3.



8. Students may set up their classroom as an early 18th Century school comparing rules of that period with rules of today's classroom. Have students write rules on their horn book, see page 299 .

Information:

--- school days varied - some communites had two months of school annually, others had it six days a week all year.

--- school days varied from eight hours in summer to four hours in winter.

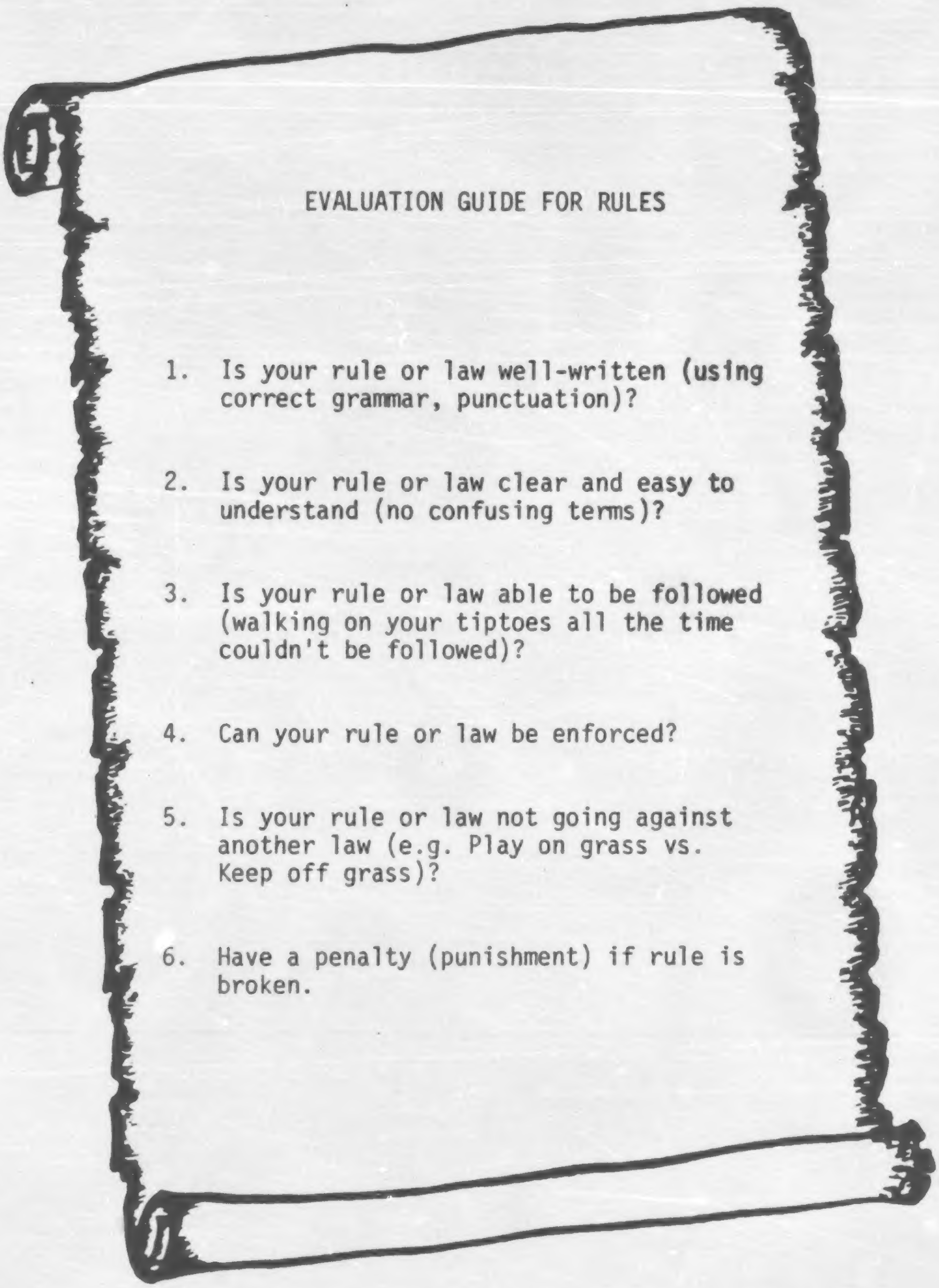
--- schoolmasters demanded absolute silence, no laughter, thus were allowed to thrash, cuff, flog or put a student in the public stocks. (Sometimes older students flogged the schoolmaster.)

--- pupils memorized their lessons and one by one came to the schoolmaster to recite his/her lessons.

--- the schoolroom was usually empty-looking, no blackboards, chalk or pencils and very little paper. Often the teacher used a charcoal stick and birch bark. Pens, if used, were feather quills and home-made ink.

--- students sat on hard, backless benches and were not allowed out of their seat. The teacher stood or sat at a high desk and stool.

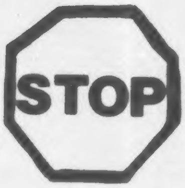
--- students had very few books, so most used the "horn book" -- a small flat wooden board with a handle, a paper attached which was printed the lesson of the day. A transparent covering of horn was placed over the lesson to prevent it from being torn or soiled. Most had a string through the handle so it could be carried about the neck.



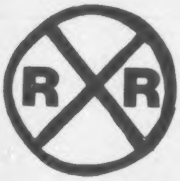
EVALUATION GUIDE FOR RULES

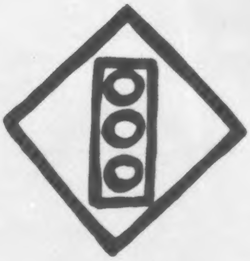
1. Is your rule or law well-written (using correct grammar, punctuation)?
2. Is your rule or law clear and easy to understand (no confusing terms)?
3. Is your rule or law able to be followed (walking on your tiptoes all the time couldn't be followed)?
4. Can your rule or law be enforced?
5. Is your rule or law not going against another law (e.g. Play on grass vs. Keep off grass)?
6. Have a penalty (punishment) if rule is broken.

THESE SIGNS HELP KEEP US SAFE



THIS SIGN TELLS OUR CAR TO________

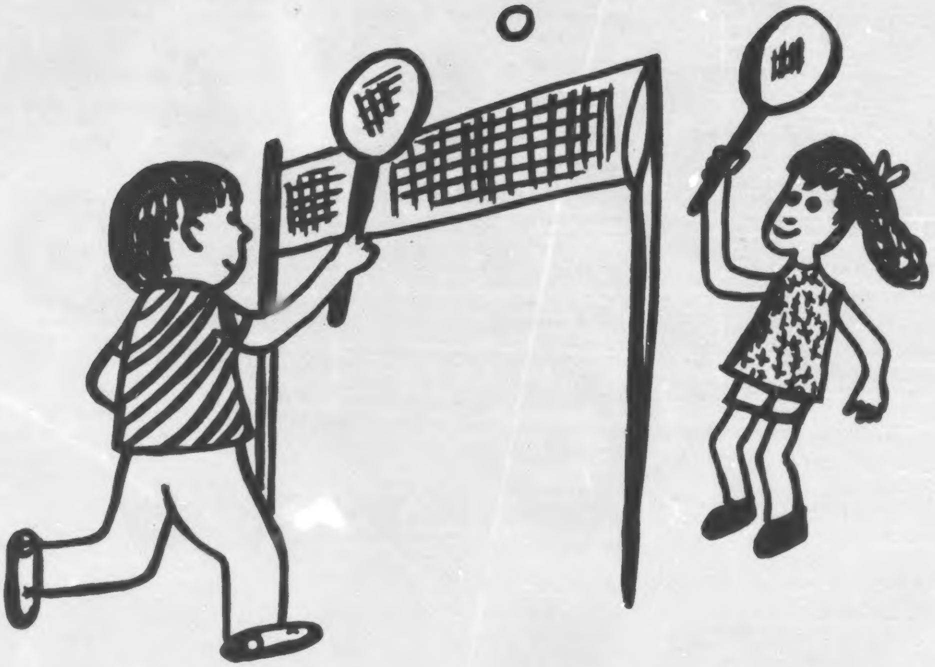
THIS IS A ______________  ________ SIGN



RED MEANS_____________

YELLOW MEANS __________

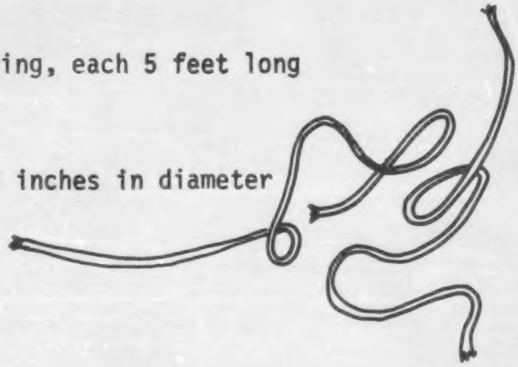
GREEN MEANS ___________



WHAT IS ONE RULE OF THIS GAME?

YOU MAKE THE RULES

WHAT WOULD YOUR GAME RULES BE FOR PLAYING A GAME WITH THESE THREE ITEMS:



2 pieces of string, each 5 feet long

1 teaspoon

1 small ball, 4 inches in diameter

After you played the game did you have to change the rules?

Did you remember to decide:
1. The number who can play
2. What each item is used for
3. How points are scored
4. How the game is won?

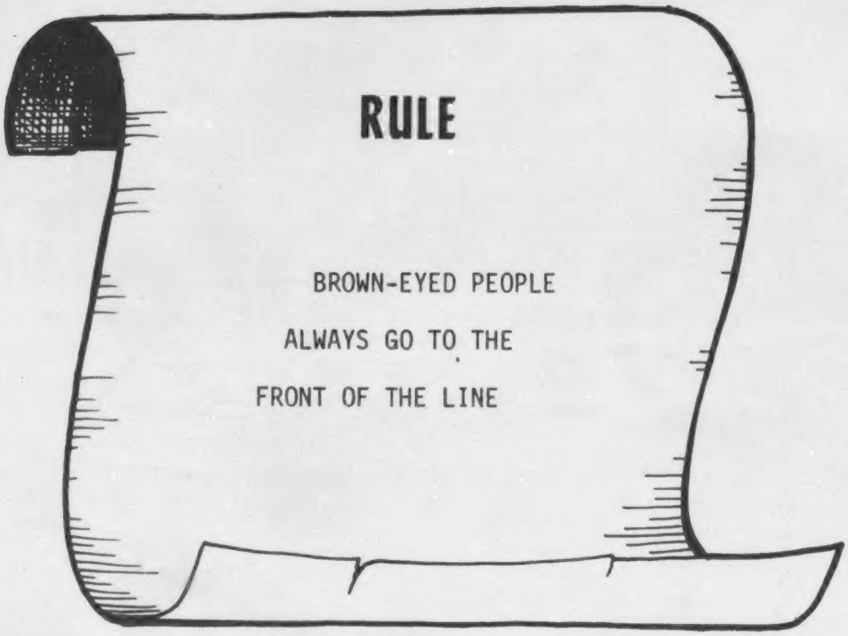
Follow the rules as written.

Some rules that say...

I CAN

say... I CAN'T

say... SOMEDAY I WILL



RULE

BROWN-EYED PEOPLE
ALWAYS GO TO THE
FRONT OF THE LINE

IS THIS RULE JUST? ____

WHO WILL LIKE THIS RULE? ____________________________________

WRITE A BETTER RULE FOR STANDING IN LINE:

____

____

____

____

WRITE A RULE

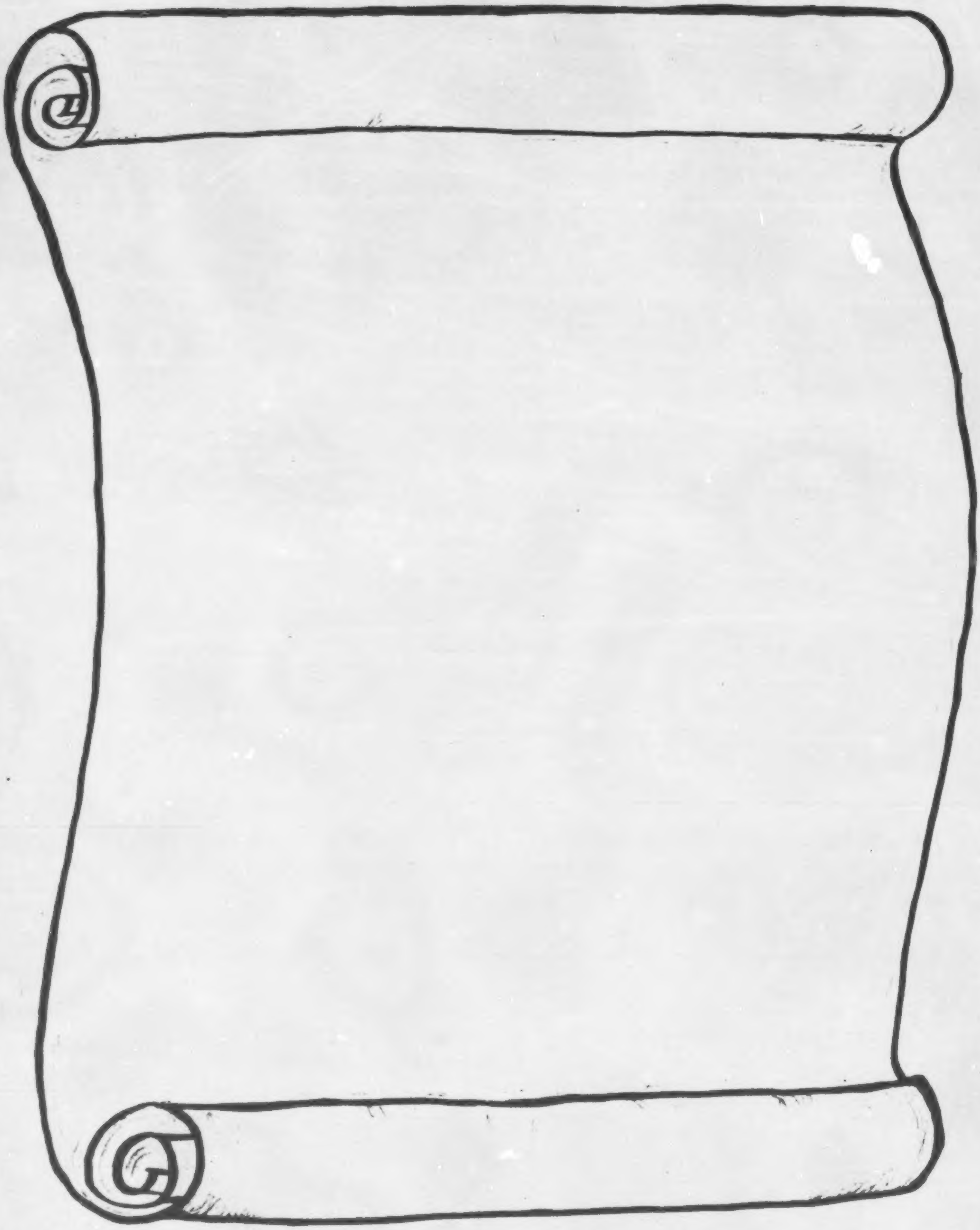
FOR SAFETY

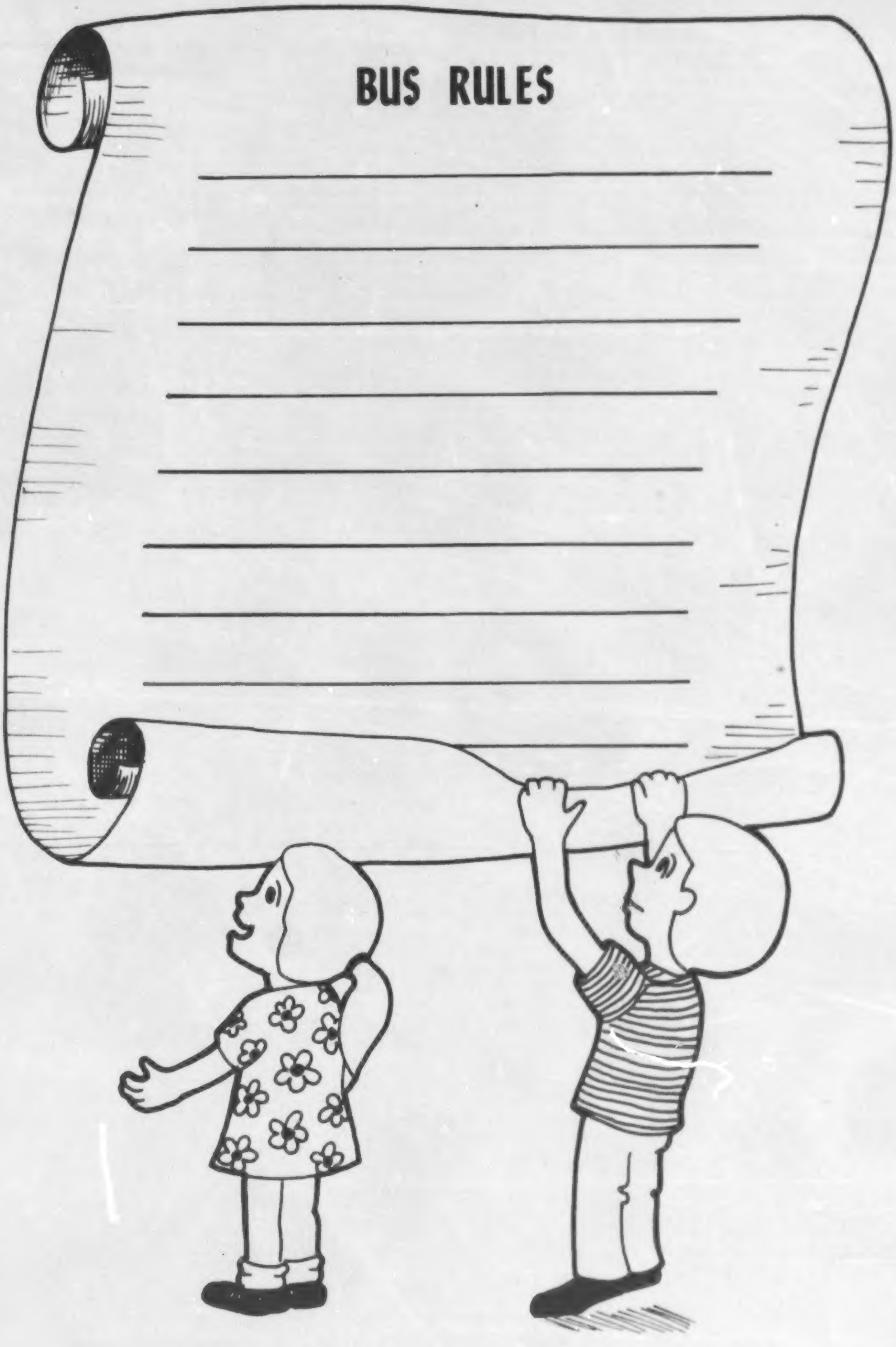
FOR ORDERLINESS

FOR JUSTICE

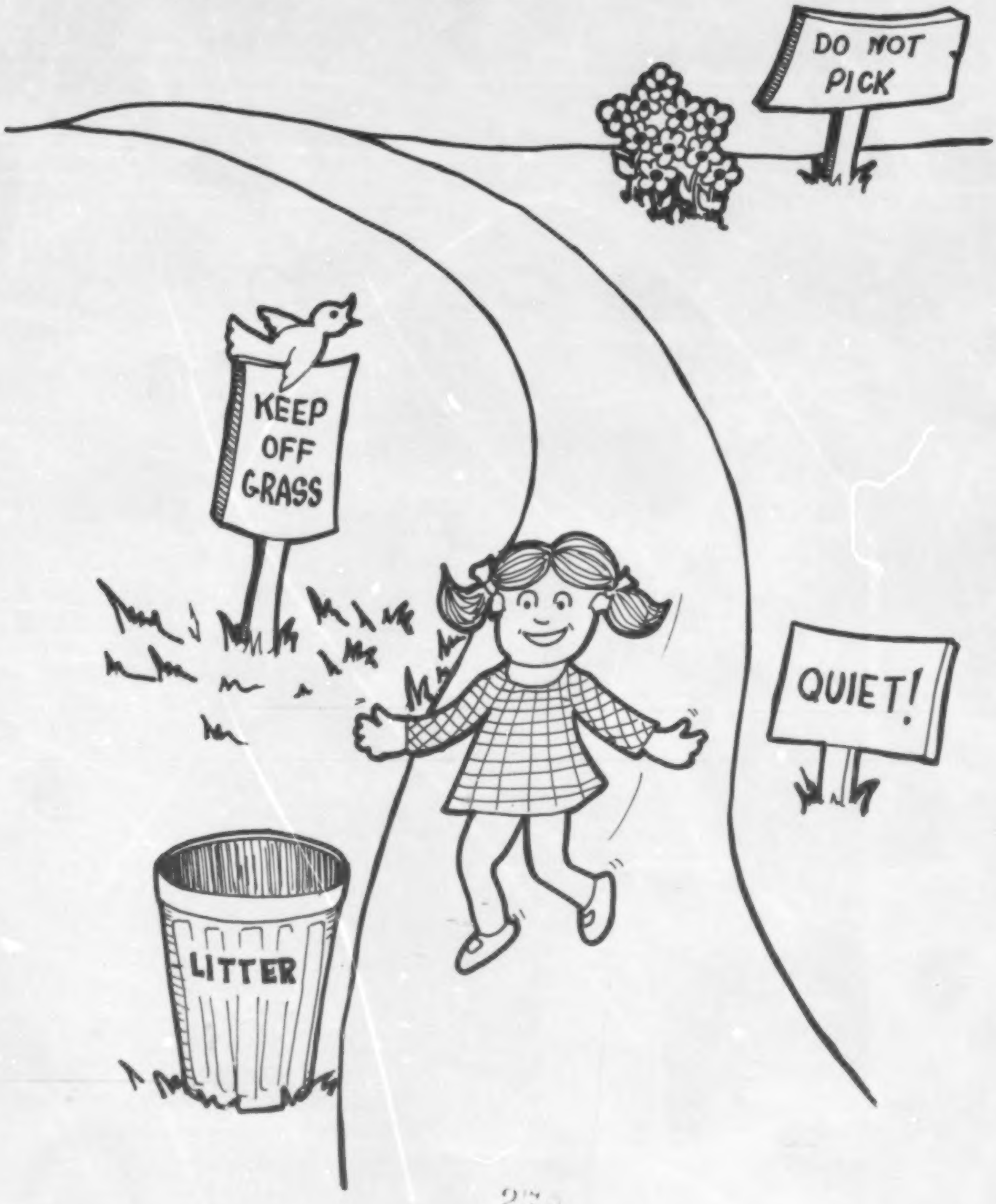
WRITE SOME RULES THAT WOULD BE FAIR TO EVERYONE WHO WANTS TO USE THE TELEPHONE IN THE HOME:

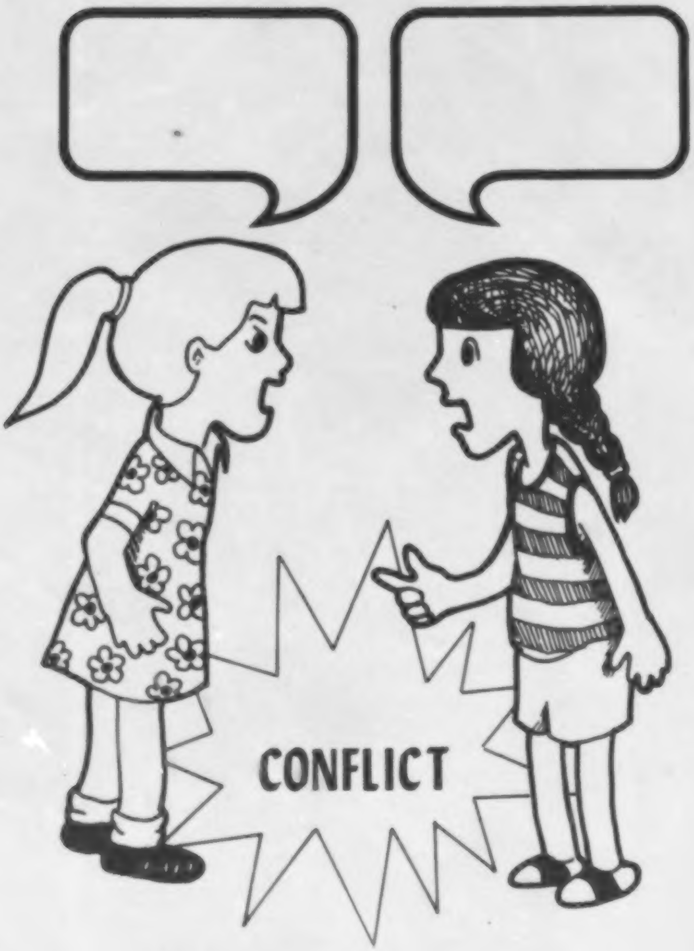
my rules. . . .




BUS RULES

ANY SIGN OF RULES?


DO NOT PICK
KEEP OFF GRASS
QUIET!
LITTER

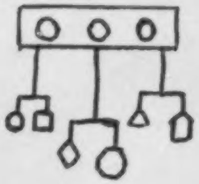


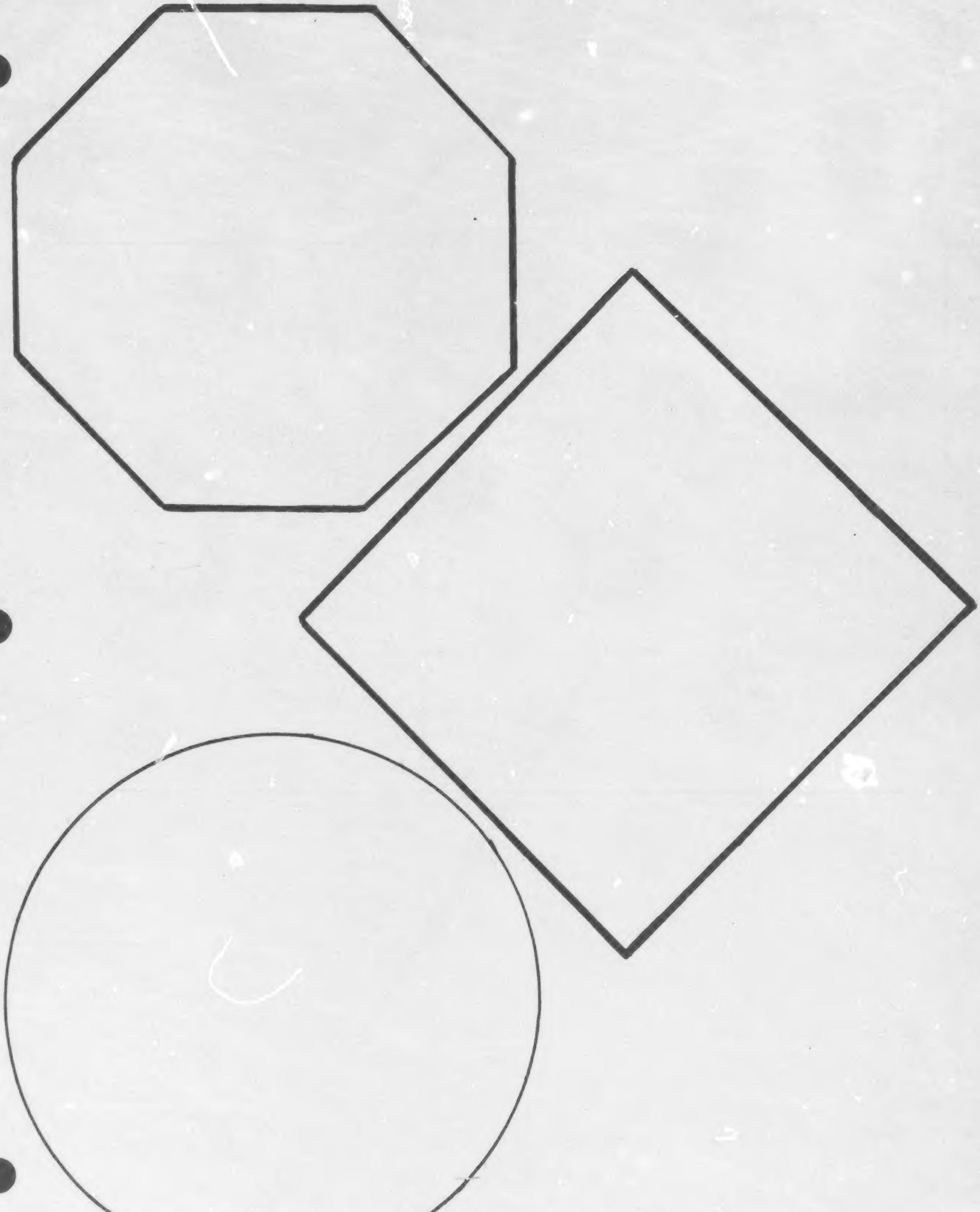
WHAT IS THIS CONFLICT ABOUT?

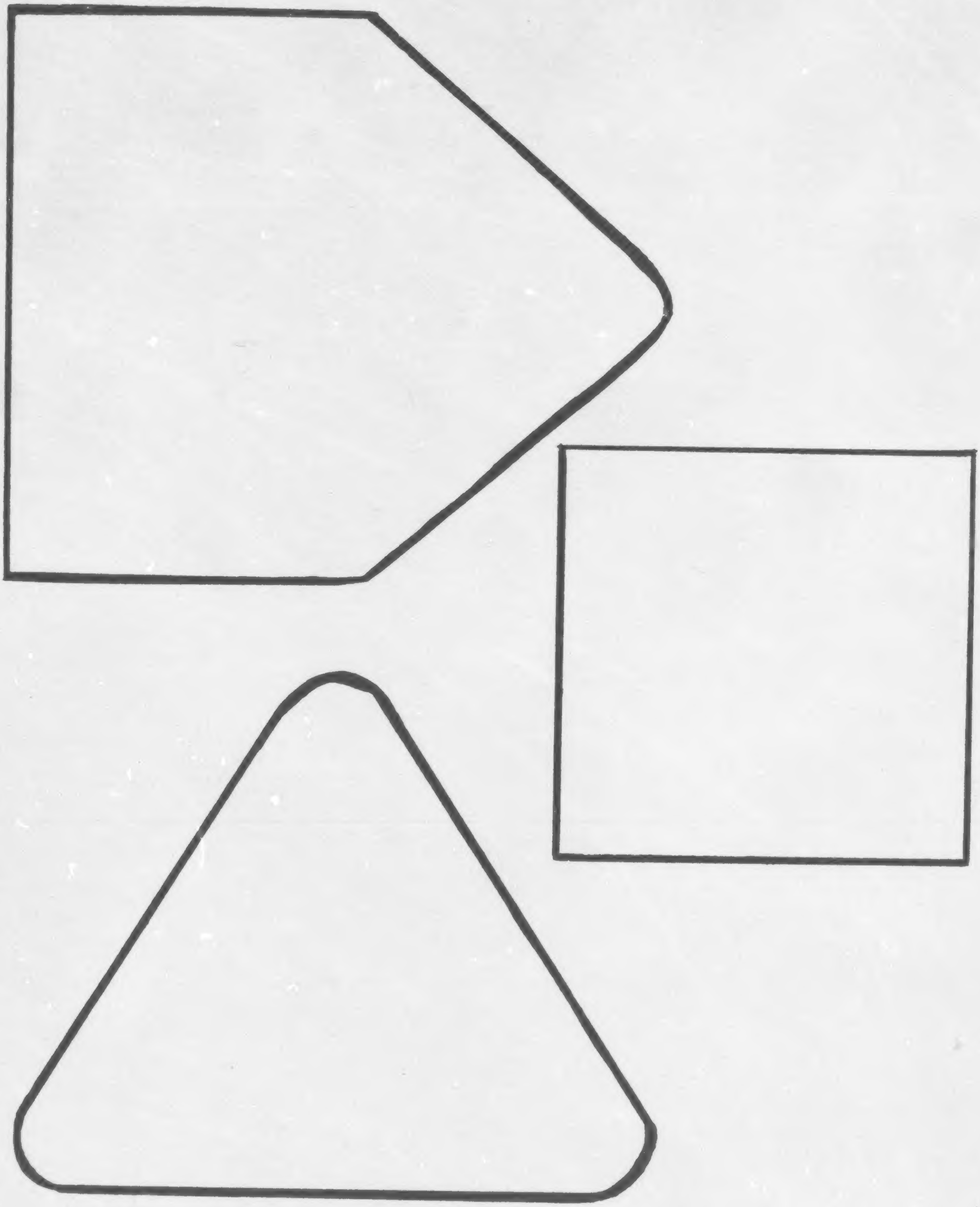
HOW CAN IT BE SOLVED?

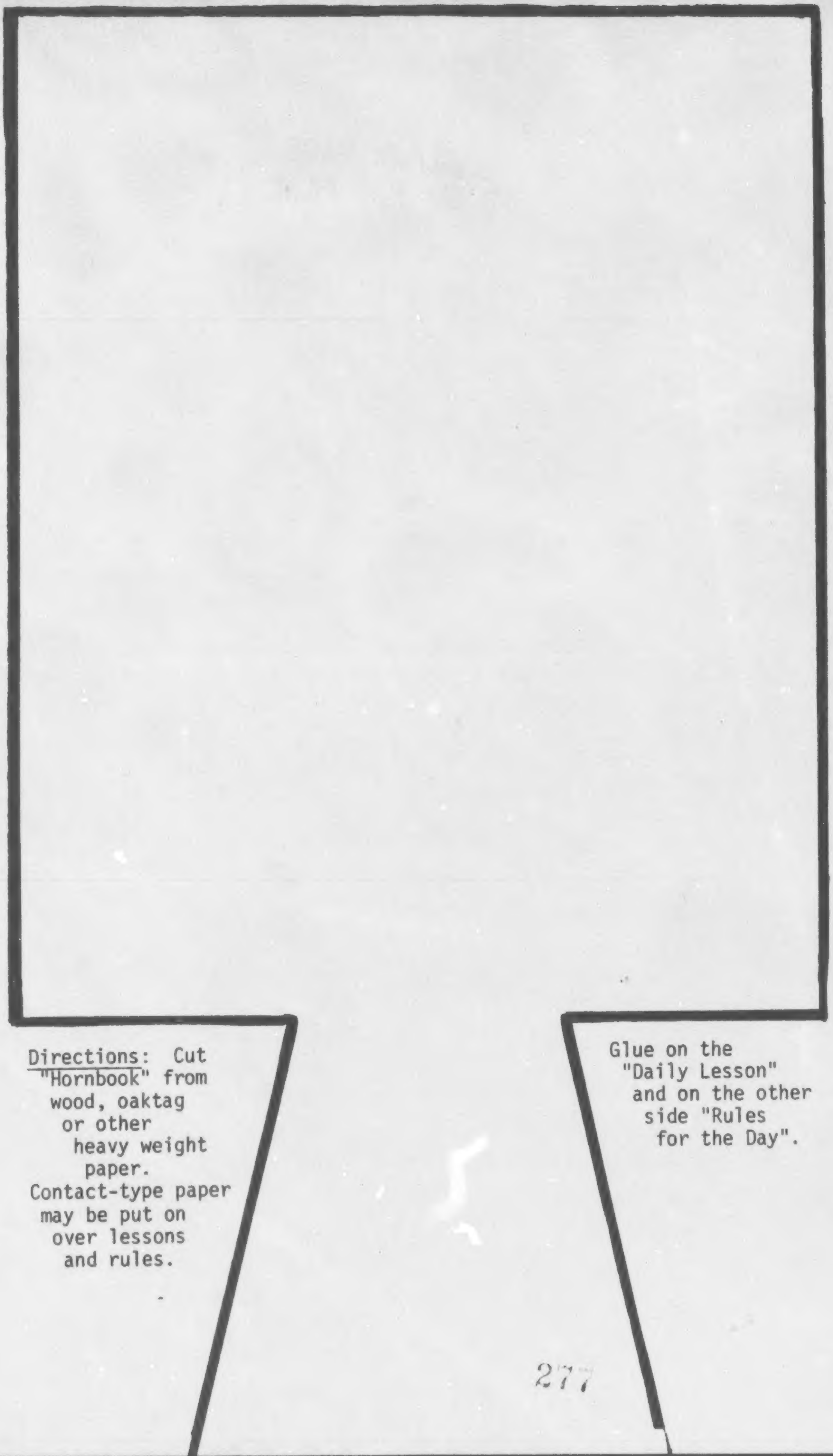
Hang -A- Rule

Write or illustrate rules for home or your classroom. Cut out and assemble into a mobil using string and signs.





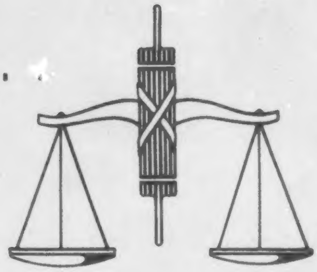




Directions: Cut "Hornbook" from wood, oaktag or other heavy weight paper. Contact-type paper may be put on over lessons and rules.

Glue on the "Daily Lesson" and on the other side "Rules for the Day".

IT'S AGAINST THE LAW TO . . .



IT'S AGAINST THE LAW TO FISH FOR TROUT FROM THE BACK OF A GIRAFFE IN IDAHO.

IT'S AGAINST THE LAW TO DRIVE CAMELS ALONG NEVADA'S MAIN HIGHWAYS.

IT'S AGAINST THE LAW TO TICKLE A GIRL UNDER THE CHIN WITH A FEATHER DUSTER IN PORTLAND, MAINE.

IT'S AGAINST THE LAW TO SING OUT OF TUNE IN NORTH CAROLINA.

It's against the law to wear suspenders in Nogales, Arizona.

It's against the law to paint a horse in Vermont.

It's against the law to punch a bull in the nose in Washington, D. C.

It's against the law to carry ice cream cones in your pocket in Lexington, Kentucky.

It's against the law to hitch a crocodile to a fire hydrant in Michigan.

It's against the law to sell hamburgers on Sunday in Evansville, Indiana.

It's against the law to disobey a parent as penalty is death in Connecticut.

It's against the law for a woman to lift her skirt more than six inches to avoid mud puddles.

It's against the law for a man to kiss his wife in public as he will spend time in the public stocks.

It's against the law to give a customer in a public eating house in Bristow, Oklahoma a glass of water without one peanut in a shell.

It is the law that a steamboat captain could be held guilty of manslaughter if his boat blew up and killed anyone during a boat race.

COURTESIES, RULES & LAWS

NOTES TO THE TEACHER:

1. Introducing this study: Many of the activities which have been included in this unit could be used to introduce the study. Some of the following suggestions, however, offer a briefer method of introduction. Some possibilities follow:

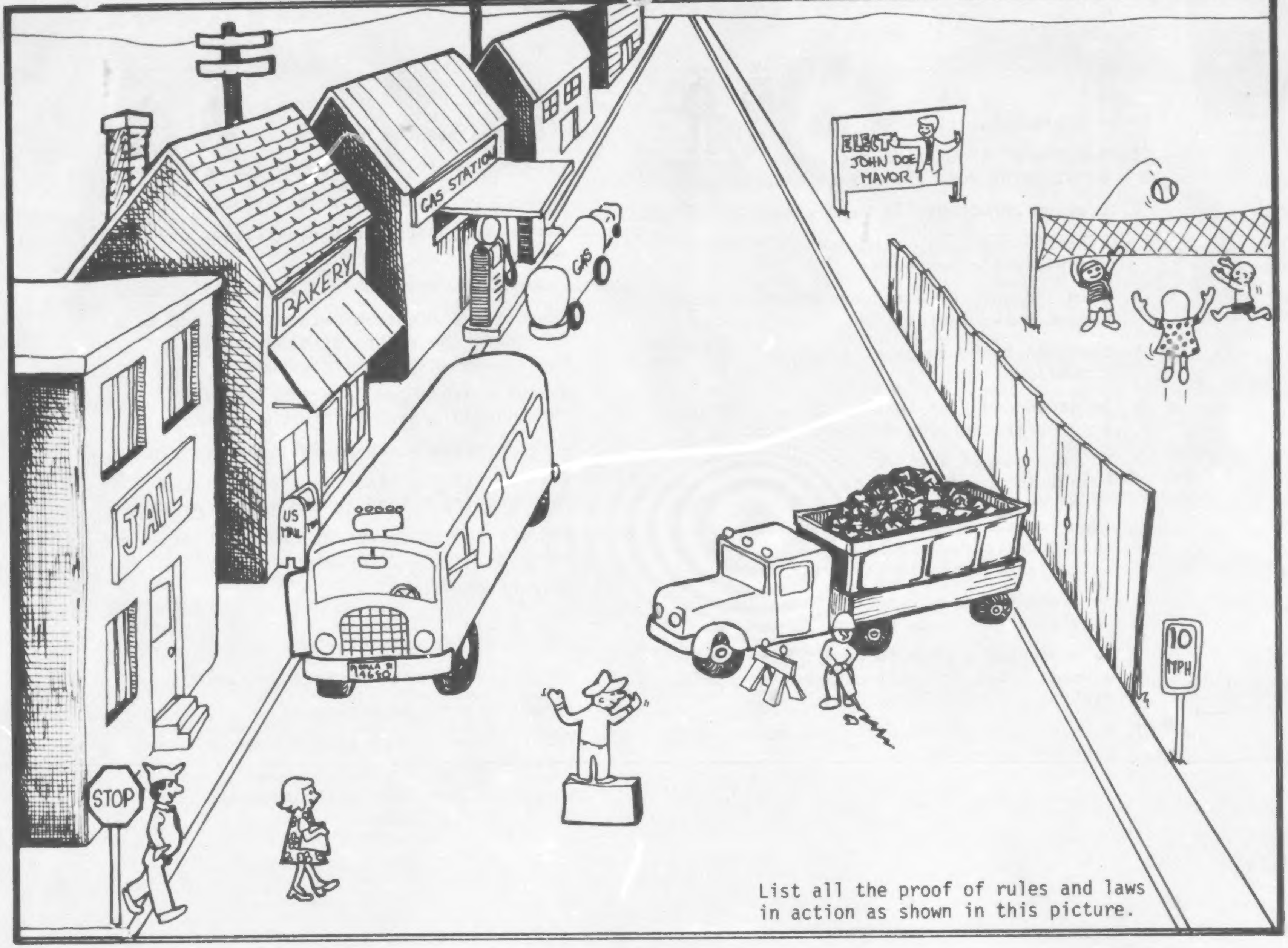
   A. Have students divide into small groups and brainstorm all the laws they can think of which apply to teenagers. To help get their thinking started, you might mention at least one or two examples -- sales tax, driver's license regulations, legal age for marriage, minimum wage laws, legal holidays, truancy laws, social security or income tax laws, regulations for money, contracts, daylight savings time, and so on. A follow-up discussion could have students read their lists, with someone recording all the different examples students could think up.

   B. Write the words "law", "rule", and "courtesy" on the blackboard and have each student write a short paper explaining the differences between the three words. After each student has written about a paragraph, have each student write another paragraph explaining the similarities between the meanings of the three words. Let students share their paragraphs in small groups and read the best of each type to the class as a whole.

   C. Duplicate and distribute page 306 which lists the rights and duties of every citizen. You may wish to make a transparency instead of duplicating enough copies for every student. Read over the lists and see if anyone has any questions. Then read each right, one at a time, and ask students to see if they can write a correlating duty. Ask students which duties apply to teenagers.

   D. Use the "What if?" writing assignments, page 307, to introduce the unit by assigning all students to write on the same topic or by letting students choose from all the topics listed. Have students share these writings in small groups.

2. Using the Activities: Most of these activities function independently of each other and might be best used as supplementary material within a textbook unit. Since these activities deal with rules and courtesies, you might choose to use them as "prescriptive" solutions to classroom rudeness, inappropriate personal comment, failure to listen, or inappropriate behavior in public situations. Several of the activities are designed specifically to deal with these problems of discourtesy.


ELECT JOHN DOE MAYOR
GAS STATION
BAKERY
GAS
JAIL
US MAIL
STOP
10 MPH

List all the proof of rules and laws in action as shown in this picture.

Every citizen has the RIGHT to:

1. Freedom of thought, speech, and the press, provided he does not injure others.
2. Freedom to worship as he desires.
3. Assemble peaceably with other citizens for peaceable purposes.
4. Join and work with any organization whose purposes are lawful.
5. Petition the Government to correct injustices.
6. Be protected from loss of life, liberty, or property without due process of law.
7. Be safeguarded when accused of crime by being: informed about charges against him; faced by his accusers; tried by jury; free from excessive bail and unusual punishment; and protected from having his life placed twice in jeopardy for the same crime.
8. Be protected from slavery or involuntary servitude except in prison.
9. Be protected by the Federal Government if a state tries to limit his constitutional rights.
10. Help choose the officials who direct governmental affairs.

Every citizen has the DUTY to:

1. Live peaceably, and support law and order.
2. Respect public and private property.
3. Serve his country as his abilities are needed.
4. Respect the opinions and rights of others.
5. Respect the rights of minorities, and help safeguard the rights of all religious, racial, and nationality groups.
6. Honestly study and form intelligent opinions on issues before the country.
7. Support views which he believes are right.
8. Vote in all elections, and support the best qualified leaders and representatives.
9. Support leaders properly elected, and abide by majority decisions.
10. Respect the Flag.
11. Assist public officers in preventing crime and detecting criminals.
12. Assist the courts by giving evidence
13. Accept service on juries
14. Pay taxes and other obligations to the Government.
15. Carry out contracts and agreements to which he is a party.

WHAT IF?

1. What if there were no rules for your classroom? NONE at all for anyone for any reason. Describe what a classroom in which everyone did exactly what they wanted to do would be like. Write in story form, using conversation if appropriate.

2. What if all government disappeared overnight? All signs and symbols of government at all levels. What would be missing? You may wish to include a reason for this disappearance. Describe that day without government in your community.

3. What if there were no rules for your family? Each person in your family does only what he wants to do. Describe a home where there is no family government at all. You may use conversation between family members and story form.

4. What if everyone voted directly on all issues? This would include treaties, budget, and such, as well as election of officials. How would this affect politics and the personal lives of citizens? You may wish to design a system for such direct democracy (cable TV, telephone voting, home computers). Use story form.

5. What if there were no laws and rules for the highway? Remember, none whatsoever, not even what side of the street to drive on. Write a story about such a possibility.

6. What if states had the same powers as the national government? This would include coining money, making treaties, declaring war, and so on. Write a series of short television news stories which would reveal some of the events happening as a result of such a system. You may quote "Made-up" authorities if you wish.

7. What if all Americans had to take a test to qualify as citizens? Only naturalized citizens now take such a test. Describe an election day under such a system. Include changes we might see in campaigns, opinion polling, registration, etc. What might be included on the test? Would there be penalties for failure?

8. What if compulsory voting were made the law of the land? Compulsory means you must do something or suffer a penalty. What kinds of penalties might be established? How would "law abiding" citizens react to such "criminals"? Describe such a society, using the story form. You may want to cast yourself as an enforcement officer or lawbreaker.

9. What if your mother or father suddenly became President? How would this affect your life? Write a story where this is what happens.

10. What if a foreign-born person could become President? What risks might be incurred under such an event? Write a story where a foreign-born citizen does become President, exaggerating the dangers to the ultimate.

11. What if you were President? Write your Inaugural Address. Such addresses do not usually deal with specific problems, but rather try to inspire the American people, to instill faith and hope in the future under the guidance of the President - YOU!

12. What if there were a military democracy? Remember, everyone gets to vote on all issues and decisions. Write a story about a battle or a whole war in which everything was decided democratically.

VOCABULARY

PURPOSE: To teach students the meaning of terms important in this study of rules, laws, and courtesies.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Coming to Terms," page 309 .
2. You may choose to have students look up all these definitions, or to lecture and have them write in definitions as you lecture.
3. Specific definitions for all these terms are given in any standard dictionary, but most are also defined in the introduction to this section of the guide.

COMING TO TERMS

Directions: Look up and define all of the following terms. Be careful to select the best definition when using a dictionary for your definitions.

1. Authority means ______________________________
2. Courtesy means ______________________________
3. Etiquette means ______________________________
4. Rule means ______________________________
5. Law means ______________________________
6. Contract means ______________________________
7. Civil means ______________________________
8. Criminal means ______________________________
9. Citizen means ______________________________
10. Right means ______________________________
11. Responsibility means ______________________________

NOTE: Define all terms in a legal context. In other words, you would not define number ten as "being correct". That would not be a legal definition.

LAWS & RULES

PURPOSE: To make students aware of the evidence all around them which demonstrates the presence of laws and rules and to make them aware of the many "governments" which make rules.

PROCEDURE:

1. Duplicate the worksheet, "The Evidence," page 311. Go over directions with the students and answer any questions. You might encourage students to think of things they have seen which demonstrate the laws and rules of government in order to help them fill in the last five items.

2. ANSWERS:
    1) Local City Council
    2) Parents, Teachers, Administrators of your school
    3) Parents
    4) Motor Vehicle Commission
    5) U. S. Weather Bureau
    6) U. S. Postal Service
    7) U. S. Food and Drug Administration
    8) Oklahoma Wildlife Conservation Dept.
    9) Oklahoma Department of Transportation
    10) Oklahoma Department of Education.

    Answers could vary since students may not be able to distinguish actual departments. Just placing state, city, nation, school, or home might be acceptable, depending on age of students.

THE EVIDENCE

DIRECTIONS: Everywhere you look you can find evidence of rules and laws. For each "piece of evidence" listed below, determine the "government" which made the decision about the rule or law. **

"EVIDENCE"	"GOVERNMENT"
1. Sidewalks	
2. Hall Conduct Rules	
3. Bedtime Rules	
4. Automobile License Tag	
5. Storm Warnings	
6. Mail	
7. Cereal Ingredients	
8. Fishing License	
9. Bridge	
10. Teacher	
11.	
12.	
13.	
14.	
15.	

** Fill in both "evidence" and "government" on the last five items.

RULES, LAWS & COURTESIES

PURPOSE: To familiarize students with the purposes behind rules, laws, and courtesies.

PROCEDURE:

1. Duplicate the worksheet, "Purpose of Regulation," page 313.
2. Have students write in a rule, law, or courtesy for each area -- home, classroom, world, etc. Be sure that they place the rule, law, or courtesy under the right purpose. You may also wish to have students code their responses by R, L, or C to indicate which type of regulation their response is.
3. After all students have filled in their forms, allow them to discuss in small groups or as a whole class. This discussion step is very important because it makes students aware of the REASONS behind regulations.

PURPOSE OF REGULATION

AREA OF APPLICATION	Provide Safety	Establish Justice	Avoid Conflicts	Promote Order
Home				
Classroom				
School				
City				
State				
Nation				
World				

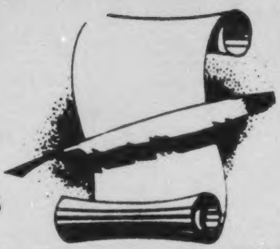
Directions: Write in at least one rule, law, or courtesy in the space provided under the four categories. Be sure that your rule applies correctly to the area of application as well as to the purpose of regulation.

RESPONSIBILITIES

PURPOSE: To make students aware of the responsibilities that correlate with the Bill of Rights.

PROCEDURE:

1. Distribute copies of the Bill of Rights, page 229-30.
2. Also duplicate and distribute copies of the worksheet, "The Bill of Responsibilities," page 315-6.
3. Discuss the rights with students. Then lead the students to an awareness of the responsibilities that attend each right. For example, a discussion of the right to free speech could be connected to responsibility by asking students if they have the responsibility not to yell "Fire!" in a crowded theater, or if they have the responsibility to be quiet during normal hours of sleep, or if they have the responsibility to speak the truth about others? Do not give students exact answers for each right. They will benefit more from trying to discover the responsibilities themselves.



BILL OF RESPONSIBILITIES

Directions: Using a copy of the ten amendments known as the Bill of Rights, write a corresponding Bill of Responsibilities. Remember that every right you have is matched with a responsibility. Try to use the same formal language used in the Bill of Rights in writing your Bill of Responsibilities.

ARTICLE I

ARTICLE II

ARTICLE III

ARTICLE IV

ARTICLE V

ARTICLE VI

ARTICLE VII

ARTICLE VIII

ARTICLE IX

ARTICLE X

ETIQUETTE

PURPOSE: To familiarize students with the courtesies of our cultural etiquette through small group research and class presentation.

NOTES TO THE TEACHER: Etiquette is one of the world's misunderstood words. Students are liable to think that etiquette means holding your pinkie out while you drink tea (not recommended in any contemporary book of etiquette) or how to set a table. Certainly, such manners are a part of etiquette, but only a small part.

Etiquette is quite simply the courtesies, forms, and ceremonies which have been established as acceptable in social relations, in a profession, or in official life. Even adults who are unfamiliar with etiquette may belittle it as something for a snob or social climber. Nonetheless, a brief examination of any handbook of etiquette will quickly dispel that idea.

Most etiquette books today offer a variety of information about day-to-day problems, ranging from introductions to proper arrangements for a funeral, from planning a wedding to the etiquette of applause, from table manners to telephone manners.

Young people are particularly sensitive to behaving properly in special social occasions. Any teacher who has witnessed their transformation for the school prom will recognize their willingness to behave properly, but because of ignorance many students actually become hostile when placed in unfamiliar social situations. A short unit on etiquette can teach etiquette to students while allowing them to practice the skills of library research, public speaking, and group demonstration.

PROCEDURE:

1. Duplicate and distribute the handout, "Keep Off the Grass". Have students read the short article at the top of the page and answer yes or no to the questions at the bottom.
2. Discuss their questions and comments.
3. Assign the topics listed on the page titled "Encountering Etiquette". These topics can be cut apart and drawn from a container or laminated onto stiff cardboard to make a permanent learning center. Each topic has a list of subtopics underneath it. These are meant only as a guide, since students will certainly encounter more information than the few subtopics mentioned.

4. Allow students to research their topic and prepare to share with the class. You may have students work in small groups to cover an entire topic, such as "weddings", or have each student present a short speech on one question under the topic.

5. Since etiquette is so ideally suited to demonstration, you may wish to require that each group prepare some type of demonstration on their topic. You might even suggest that they bring in guest speakers.

NOTE: Although your library will undoubtedly have books on etiquette, the Barnes and Noble booklet, Etiquette for Today, is especially recommended because of its low reading level and modern etiquette. It is also inexpensive. Full bibliographic information is in the Appendix.

KEEP OFF THE GRASS

When Louis XIV's gardener at Versailles discovered that aristocrats were trampling through his gardens, he put up signs, or "etiquets", to warn them off. Dukes and duchesses walked right past the signs anyway. Eventually, the king himself decreed that no one was to go beyond the bounds of the "etiquets". Gradually, the meaning of "etiquette" expanded to include the "ticket" to court functions. This ticket listed the rules of where to stand and what to do.

Like language, etiquette evolves. Once etiquette included a rule that genteel tea-drinkers should extend their pinkie finger while drinking. Today, no etiquette book recommends such a procedure since it appears affected. Modern etiquette is no longer a set of severe rules made by stuffy old maids. It is a set of guidelines which can help you avoid awkwardness and embarrassment. Etiquette can help you be at your best no matter what the situation. Etiquette gives you a set of guidelines for behavior so that you can concentrate on what you are saying, who you are meeting, what you are doing -- not on what impression you are likely to make because of some small slip.

Do You Know . . .

______1. How to eat fish from which the bones have not been removed?
______2. How to properly handle an obnoxious guest?
______3. How to politely refuse a date?
______4. How to properly write invitations for a formal party?
______5. How to wear or present a corsage?
______6. How to get into a car gracefully?
______7. How to write a letter of condolence?
______8. How to introduce a guest speaker?
______9. How to address wedding and graduation announcements?
_____10. How to plan a baby shower?
_____11. How to design an appropriate business card?
_____12. How to write a letter of resignation?
_____13. How to be a responsible house guest?
_____14. How to ask for a raise?
_____15. How to design appropriate personal stationery?

Plaire
faire pas
traverse
le jardin

ENCOUNTERING ETIQUETTE

TABLE MANNERS

Getting Seated
Saying Grace
Napkins
Eating Utensils
Beverages
Dunking
Serving
Second Helpings
Passing Dishes
Food Problems--
  allergic,
  dieting, or
  dislike
Spilling

THE ROLE OF HOST OR HOSTESS

The Guest List
Invitations
Pre-party Planning
The Drop-in
The Obnoxious Guest
The Problem Drinker
Television
Gifts
Early Birds
Conversation
Weekend Guests
Pets at Parties
Arguments

DATING

Flowers
Arrangements
When the Woman Makes
  the Date
Departure
Refusing a Date
Breaking a Date
The College Weekend
Blind Dates
Breaking Up
Goodnights
Dating Conventions

POINTERS: How to Eat Various Foods

Baked Potato
Unboned Fish
Chicken
Corn-on-the-cob
Caviar
Asparagus
Lobster
Oysters, Mussels,
  and Clams
Shrimp
Artichokes
Spaghetti

KINDS OF PARTIES

Planning, Inviting,
Ending

Formal Ball
Small Dance
Formal Dinner
Afternoon Tea
Buffet
Reception
Luncheon
Brunch
Barbecue
Coffee Party
Bachelor Party

THE GUEST'S ROLE

Responding to Invitations
When to Arrive
Dropping In
Guest of Honor
Leaving
Being a House Guest
Packing
Departure
Returning the Favor
Gifts
Responsibilities

ENCOUNTERING ETIQUETTE

EMPLOYEE ETIQUETTE

The Application
The Job Interview
Office Introductions
The Office Party
Raises
Resignations
Business Cards
Stationery
Traveling
Telephone Manners

INTRODUCTIONS

Family Introductions
Introducing a Speaker
Introducing a Business Associate
How to Respond
Shaking Hands
Introducing Yourself
First Names
If You Can't Remember Names
Introducing a Program
Hand Kissing

SPECIAL ETIQUETTES

Hats
Hands
Chairs
Applause
Cigarettes
Shopping
Driving
Christenings
Bar Mitzvah
Gifts--refusing, returning, etc.
Tipping

SOCIAL AND BUSINESS CORRESPONDENCE

Congratulatory Letters
Thank-you Letters
Letters of Cheer
Written Introductions
Letters of Introduction
Letters of Recommendation
Invitations
Announcements
Letters of Complaint

ETIQUETTE OF PUBLIC PLACES

Aisles
Art Galleries
Doors
Elevators
Escalators
Fences
Ladders
Movies
Sidewalks
Spectator Sports
Stairs

WEDDINGS

Announcing the Engagement
Showers
Sending the Invitation
Receiving the Invitation
Planning the Wedding
The Bridal Party
Who Pays What
Who Wears What
Duties of Usher
Duties of Bridesmaid
The Reception

CRITICAL LISTENING & CONVERSATION

PURPOSE: To encourage students to contribute thoughtfully to group discussion and to provide an opportunity for students to listen attentively to peers, to differentiate between fact and opinion, to identify the most important facts or arguments, and to summarize for oral presentations.

NOTES TO THE TEACHER: You will need one copy of the newspaper for each group of four students. All copies should be current for the same day. You should also save previous copies of the newspaper, going back about two weeks in case articles or editorials refer to previous events in the news.

PROCEDURE:

1. The art of conversation requires a thoughtful and tactful exchange of relevant ideas. In order to improve the art of conversation, the art of listening must also be improved. Introduce this assignment to students by mentioning the importance of conversational skills. Stress that informed conversation allows a student to participate intelligently in discussion and development of ideas -- a first step toward acting on those opinions.
2. Group students in fours. Appoint a reader/leader for each group. Each day (Monday through Thursday) a different student will take this role; thus, the leadership role will be "passed" among the students. Each group will need a copy of the newspaper you have selected.
3. Look through the newspaper in advance, choosing both an objective front-page article and a subjective editorial or letter related to the front-page article. You may also want to compile a list of vocabulary words from the article to discuss and define before reading starts.
4. Reader/leaders then read the assigned material out loud to their group members. After each reading is completed, the reader/leader initiates a discussion following the procedure outlined on the activity sheet, "The Lost Arts: Discussion Guide," page 323. One rule needs to be emphasized: each member of the group must speak at least once after each reading. When the group has finished discussing the assigned material, they should initiate a conversation about the material with another group. (Don't bypass this step. It is a vital part of developing the conversational experience necessary for developing speaking and listening skills.)
5. On Friday you may take over as reader/leader, shaping the discussion to consider the week's work. If you have selected articles which are related to each other, you will find that students have a common pool of information for discussion by the end of the week. You may wish to make one day a week a discussion day once students have learned how to discuss.

INFORMATION

THE LOST ARTS: Discussion Guide

1. The reader/leader should look over the assigned material. Check pronunciations when necessary before reading aloud. Look up any unfamiliar vocabulary words.

2. For a front-page article

   Read the article aloud.

   Ask the group to identify the five W's (who, what, when, where, and why) and the H (how) in this article.

   Ask, "How could we summarize the article?"

   Ask the group for suggestions concerning other events or people related to this news item.

   Ask individual group members for their opinion about this event.

3. For a letter or an editorial

   Read the letter or editorial aloud.

   Ask the group to identify the facts given in the letter or editorial.

   Ask, "What are the opinions of the writer?"

   Ask the group to identify the most important argument or fact in the letter or editorial.

   Ask the group to discuss why this letter or editorial was written (to teach, to attack, to defend, to praise).

4. After both the front-page article and the letter or editorial have been read and discussed, ask the following questions:

   Which reading had more facts?

   What was the main idea of each reading?

   Which of these two articles should be read first? Why?

   What insights does the headline of each reveal?

5. As these questions are discussed, the reader/leader should keep in mind that each member of the group must speak at least once on each item read.

6. When the group's discussion is complete, you should discuss what you have read or heard with another group nearby. Do not omit this step.

REMEMBER: In any group work, you should keep your voice low. Other groups should not be disturbed by your conversation. If one group begins talking loudly, others must increase their volume to be heard over the original group--thus, a cycle of loud voices begins. A person standing at the front of the room should not be able to distinguish individual voices or words.

DEVELOPING LISTENING COURTESIES

PURPOSE: To develop listening courtesies through active demonstration of the importance of listening.

NOTES TO THE TEACHER: Although the previous exercise on critical listening and conversation does develop listening skill, it is a long-term activity. It is also multi-purpose. The following activities can be completed in a shorter time period and all concentrate specifically on listening skills.

ACTIVITIES:

1. "Pete and Repeat": Divide students into pairs and assign a topic for discussion. This may be a subject-related topic or something more personal, such as vacations, college plans, favorite restaurants, etc. Tell students that the only rule of the discussion is that they must REPEAT what their partner says before they can make a comment of their own. Suggest that they keep statements brief since each member must play REPEAT. After students have discussed for about 15 minutes, conduct a class discussion on the effects of repeating. Most students quickly discover that they were almost forced to listen intently and to take turns talking. Courtesies develop. No one is going to speak for a lengthy time, monopolizing all conversation, since bits of conversation must be "repeatable."
2. "Mistake Tape": Choose a selection to read aloud to the class which is no longer then two or three typed pages. A shorter passage should be used with younger students. Reproduce a copy of the passage for all students, but change some of the words to synonyms as you read. Tape record this "changed version." When you play the tape, tell students that they are to listen carefully enough to circle words which have been changed. This forces students to listen to every word of the recording, thus making listening active, not passive.
3. "Fill-in Tape": Tape record a passage that is no more than three typed pages long, or use a commercial recording of a relevant selection. Duplicate the text of the passage blanking out selected words throughout. Tell students that they must listen carefully enough to fill-in the omitted words as the tape is played. Once again students are forced to listen actively, paying attention to every word in the selection.
4. "Listening on the Job": Often students need to realize that a skill is important outside the classroom. Assign students to interview at least ten adults to find out how important listening on the job really is. Questions to ask: (1) Name, (2) Occupation, and (3) How is listening carefully important to your job? Tell students to be courteous and listen carefully to their interview subjects. They should encourage their subjects to be specific -- to tell about the lost sale, the mismade shelves, the wrong delivery. Prepare the students by discussing possibilities in advance.

COURTESIES & ROLES

PURPOSE: To demonstrate to students how courtesies are affected by the roles performed by people.

NOTES TO THE TEACHER: This activity deals with the difference between SYMMETRICAL and COMPLEMENTARY relationships.

SYMMETRICAL RELATIONSHIP: Both participants have equal responsibility and authority, e.g. friend to friend, teacher to teacher.

COMPLEMENTARY RELATIONSHIP: One participant has the dominant authority and responsibility, e. g. parent to child, teacher to student.

We behave differently when we are relating to someone who has a complementary relationship with us. We may say, "Yes, sir" or stand up when a dominant person enters the room. We may change our language and manners to a more formal manner because we are in a subordinate position. Most students are familiar with participating in symmetrical and complementary relationships, but they may know very little about being the dominant member of a complementary relationship. This activity is designed to place them in the dominant complementary position.

PROCEDURE:

1. Divide students into pairs. One member of each pair is to prepare a two- to three-minute presentation in which he/she teaches his/her partner something that he/she knows how to do. This member should be cautioned to choose something which can be taught in the time limits assigned. He/she should bring all necessary materials to class the next day. (Suggestions might include sewing on a button, repairing a lamp socket, writing a haiku, etc.)

   The other member of the pair will play the role of a business manager or corporation president interviewing the other student for a job. He/she must decide what position is to be filled, what qualifications are needed, and write ten questions for an oral interview. This student should also have all his material ready the next day so that he/she is prepared to interview his/her partner for the position.

2. The next day, direct the students who have prepared the two- to three-minute instructional presentation to teach their partners the lessons. Then the learners should "feed back" what they have learned. Allow no more than 10 minutes for the complete process.

3. Once this has been completed, the students who have prepared the interview assignments should interview their partner for the open positions. Allow no more than ten minutes for this part of the exercise. No discussion should be allowed following the activity.

304

4. Direct students to fill in the worksheet, "Role Responses," page 327. In follow-up discussion, mention that the teacher role may well have included both complementary and symmetrical aspects, depending upon specific circumstances.

ROLE RESPONSES

DIRECTIONS: Answer below whichever set of questions fits your assigned task.

A. TEACHING

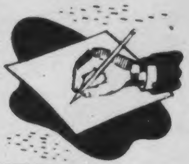
1. Assign your companion a grade on the "feedback" given after the lesson. ____________
2. As the teacher, did you feel you had more responsibility and control of the situation than your partner did? Why or why not?

____

____

B. INTERVIEWING

1. On a scale of 1 (no chance) to 10 (sure bet), determine your companion's possibility of being hired for the open position on the basis of the interview. ____________
2. As interviewer, did you feel you had more responsibility and control than your partner in determining the direction and the result of the interview? Why or why not?



____

____

C. BOTH MEMBERS ANSWER THE QUESTIONS BELOW

1. How did the role you played as teacher or interviewer differ from the way you relate to a friend? ____________

____

2. As teacher or interviewer, what verbal and nonverbal ways did you use to express your superior role? ____________

____

3. As student or job applicant, what verbal and nonverbal ways did you use to express your subordinate role? ____________

____

4. As teacher or interviewer, what courtesies did you expect as a response to your superior role? ____________

____

5. As student or job applicant, what courtesies did you expect as a response to your subordinate role? ____________

____

6. On the back of this page, explain what you have learned about the courtesies expected to and from people who are in a complementary (or dominant/subordinant) relationship. Write at least one paragraph.

SYMMETRICAL COURTESIES

PURPOSE: To demonstrate the courtesies necessary even among equals and to show students appropriate methods for expressing feelings and opinions.

NOTES TO THE TEACHER: Even though students have had experience in symmetrical (or equal) relationships, many do not know how to express feelings appropriately. Since they are unaware of courteous ways to express those feelings, they often resort to the following ineffective methods:

A. Labeling others: He is self-centered, crude, lazy.
B. Commands: Shut up!
C. Name-calling: You creep! Fatso!
D. Accusations: You just don't like me. You think you know it all!
E. Expressions of disapproval: You're terrible. You're stupid.
F. Sarcasm: You really make a person feel welcome.

Students, like everyone else, may sometimes have to express unpleasant opinions, but using proper courtesies can make those opinions honest and helpful, rather than insulting and damaging.

PROCEDURE:

1. Discuss the above inappropriate responses with students. Also mention how much tone of voice can affect even the most innocent-sounding statement. Tell students that an appropriate statement of personal feelings should follow the following two guidelines:

   a. The statement must be in a personal form - I, me, my.
   b. The statement must identify a specific feeling - resentment, gratitude, anger.

2. Have students work in small groups to discuss the worksheet, "Symmetrical Courtesies," page 329. Caution them to keep the two guidelines in mind in choosing the most appropriate response. Mention that some answers may have no really good response, but one will be better than the others. Students may want to say the statements out loud to get a real feeling of how the statement could be interpreted.

   (Answers: 1B, 2C, 3C, 4C, 5B, 6B, 7C)

3. After students have written their "improved" statements, let some share with the class.

4. Assign the dramatizations from "Role-playing: Symmetrical Courtesies," page 330. Mention that the emphasis in these dramatizations is on expressing opinions appropriately, just like on the worksheet. Thus, the students should see what feeling the person in the role would feel -- anger, resentment, envy -- and express that opinion in an appropriate manner. Role-playing cards can be expanded by having additional students play bystanders. Minimum numbers are listed on each card.

SYMMETRICAL COURTESIES

For each set of items listed below, select the one that represents the most appropriate way to express personal feelings. Keep in mind the two guidelines mentioned by your teacher. Place a "Yes" in the space before that best response. Place a "No" in the space before all other responses in the item.

ITEM 1 _____a. Shut up! Don't say another word.

_____b. I am really annoyed by your talking.

ITEM 2 _____a. Are you stupid or something? Can't you see I'm busy?

_____b. You don't care about anyone else's problems. You're completely self-centered.

_____c. Your interruptions are irritating me.

ITEM 3 _____a. I'm a born loser. I know I flunked that test.

_____b. She's a sorry teacher. She didn't teach me anything.

_____c. I'm so depressed because I flunked that test.

ITEM 4 _____a. She's so stuck-up. She thinks she's better than anyone alse.

_____b. You probably don't want to go to the show with me Friday, do you?

_____c. I've been really nervous about asking you out.

ITEM 5 _____a. Get out of the way, fatso!

_____b. I really resent your blocking the door, so please move.

ITEM 6 _____a. I know I can't do the assignment. She just expects too much.

_____b. I'm afraid I really didn't listen well enough in class to do the assignment.

ITEM 7 _____a. We all feel you're really great.

_____b. Everyone likes you.

_____c. I like you. I'm glad you're my friend.

Even the best statements here could probably be improved. Working as a group, write one additional statement for each item which would be an even better response. Be prepared to share with the class.

ROLE PLAYING: SYMMETRICAL COURTESIES

You are trying to study for a test during your lunch hour. A student sitting next to you keeps asking you questions which keep you from concentrating. (2 players)

Your locker mate keeps borrowing your paper, books, pencils, and pens. Today when you went to your locker, you didn't have any paper to take to class second hour. You got in trouble and now you are angry. What do you say to your locker mate when you meet at the lockers after school? (2 players)

You've been working part-time after school for seven months to save up for a car. Your friend's parents just bought him/her a brand-new car. When he/she comes by to get you for a drive, what do you say? (2 players)

You are standing in line at the grocery store behind a lady with a full cart of groceries. All the other lanes are also full. You only have a half gallon of milk, a dozen doughnuts, and a carton of cokes. The lady in front of you remembers something she forgot and walks off just before the checker begins. You want to go ahead and go, but while you are being checked out, the other woman returns and is angry. What do you say? (3 players)

Your sister/brother has been having trouble in a class which you both take. She/he is always asking to look at your homework, and seems to copy it almost word for word. You are afraid the teacher will think the two of you are cheating. You know that your brother/sister should do his/her own work. What do you say? (2 players)

You told your best friend a secret. Now you hear someone else talking about that same secret. You are really angry, but you don't even know if your friend told. You meet your friend in the hall between classes. (2 players)

You just got your report cards today and you made a "D" in English. You know your parents will be disappointed. You feel even worse because you know it's your own fault for not finishing your book report. Your sister/brother comes in with a really good report card. What do you say when you show him/her your report card? (2 players)

You've had a hard day at work. You didn't get a set of contracts mailed out on time, you missed a meeting with your supervisor -- everything seemed to go wrong. When you get home, you find your children and your spouse having an argument at the top of their voices and the house is a mess. What do you say to your spouse? (4 players)

You are just sitting down to dinner when a friend drops by to visit. You know your mother hasn't fixed enough for company because you are having lobster -- a treat you have looked forward to all week. You are irritated because this particular friend has a bad habit of dropping in at inconvenient times. What do you say? (2 players)

Your cousin is coming to visit and will expect you to take him/her everywhere you go. You have a special date for a sold-out concert this weekend. You are afraid that your mother will make you break the date since your cousin cannot go. Your cousin arrives and asks what you have planned during his/her visit. What do you say? (2 players)

COURTESY IN THE PUBLIC ARENA

PURPOSE: To demonstrate appropriate responses when the student is involved as an audience member in the public arena.

NOTES TO THE TEACHER: You may have the students use these activities for role-playing instead of merely writing out appropriate responses. You might also have students discuss inappropriate responses. This activity also works well for small-group discussion. Many activities can be found elsewhere which prepare students for public speaking. Fewer are available which discuss public participating as an audience member.

PROCEDURE:

1. Point out to students that they are often involved in the public arena, but that they are usually members of an audience. Nonetheless, audience membership is not passive. In public communication, the speaker assumes the responsibility for sending a message, but the audience must assume at least some responsibility for receiving that message. Thus, each student is responsible for listening, for understanding, and for giving appropriate feedback.

2. Discuss the following questions:
   a. What should an audience member do if he/she cannot hear the speaker's words? (ask for more volume, change position)
   b. What if she/he cannot understand the speaker's meaning? (ask questions, either during or after the speech)
   c. When is feedback appropriate? (when it is acceptable and in the best interests of both audience and speaker)
   d. When is no feedback appropriate? (during a board meeting, for example, since no one who is not on the agenda is to speak)

3. Distribute the worksheet, "Responding Responsibly: Public Arena," page 333. Remind students that there are appropriate and inappropriate ways to express opinion. For example, in situation one, it would be appropriate to laugh, but not to laugh loudly and continuously, even after everyone else has stopped. In situation three, it would be appropriate to tell the classmate that they have done a good job after the speech, but not to shout out during the speech.

4. During discussion of answers, stress that there are many appropriate ways to respond, but that courtesies are very important. You might mention the guidelines that President Reagan's staff established for press conferences as an example of audience participation which is controlled by courtesies. These courtesies give everyone a chance to participate, not just the loudest yellers or the people sitting on the front rows.

5. A good follow-up activity is to have students demonstrate some of the appropriate and inappropriate responses brought up in discussion by having a mock press conference. The topic could be selected from current events, history, literature, or other subjects of interest to students.

RESPONDING RESPONSIBLY: PUBLIC ARENA

Imagine yourself in each of the following situations. Describe responses that would be appropriate.

SITUATION	RESPONSE
1. You are in a large audience at a performance by a famous comedian. He tells a story that you think is hilariously funny.	
2. You are in an English literature class listening to a lecture on syntax. You don't understand anything the teacher is saying.	
3. One of your classmates is giving a speech about his career goals. You think he is doing a very good job.	
4. You are in a large audience at a performance by a famous comedian. He tells a joke that you think is in very poor taste,	
5. You are attending a lecture on World War II, and you are terribly sleepy. You want to pay attention because you know you will have a test on the material tomorrow.	
6. The president of your student council is making a speech about the importance of being involved in service activities within the school. He says that very few members are involved. You know that 50% are active in volunteer tutoring.	
7. You attend a lecture on Chinese medicine --acupuncture and herbal remedies in particular. You find the topic very interesting and the speaker seems very knowledgeable, but you notice that he seems to contradict himself on several points.	
8. You are attending a lecture on hang gliding. The speaker is giving you last minute tips on how to control the glider just before your first hang-gliding experience. You don't understand his explanation of how to land the glider.	
9. You are at a church service in a new church. The minister's sermon is obviously well-planned and highly inspirational.	
10. You are attending a lecture on relationships between the United States and Saudia Arabia. The guest speaker explains the situation so well that you feel you really understand the problems.	

SITUATION	RESPONSE
11. You are part of an audience at a big campaign rally. You think this is the most boring speech you have ever heard and you don't like the speaker anyway.	
12. One of your classmates is giving a speech before the class and is obviously very embarrassed. His hands are shaking and his voice is quivering.	
13. Your teacher is giving a lecture on chemical bonding when you suddenly notice that he is wearing socks that don't match.	
14. You are attending a lecture on the American dream and way of life. The speaker says something with which you violently disagree.	
15. You are on a guided tour of the Cowboy Hall of Fame, when something the guide says reminds you of an interesting western you saw on television last night.	
16. You are at a debate between two political candidates, but you cannot hear what they are saying. Everyone around you is also straining to hear.	
17. You are at a school assembly. Many of your fellow classmates are singing as part of the program. The soloist forgets the words.	
18. You are attending graduation ceremonies. John Doe walks by. You thought he'd NEVER make it.	
19. You are listening to school announcements over the public address system. The young woman making the announcements mispronounces several words.	
20. While you are attending your school's Board Meeting, one of the members makes a comment which you know to be false. No one on the board has asked for comments from the floor and you are not on the agenda.	

TYRANNICAL CLASS RULES

PURPOSE: To demonstrate arbitrary, purposeless rules within a familiar context.

NOTES TO THE TEACHER: The rules suggested are just that - suggestions. You may wish to add others of your own which seem more appropriate for your students. Be certain to retain the last two rules as the last two rules however.

PROCEDURE:

1. Make a transparency of the "Class Rules" on page 337 .
2. When students enter the classroom, tell them that there has been a change in the rules which will be enforced in this classroom. Tell each student to prepare to copy down the rules.
3. Project the rules, using an overhead projector, but cover up all but the first rule. As students begin copying, make no comment whatsoever. After everyone has copied the first rule, reveal the second and so on down the line. By the time you get to rule 7, everyone in class will probably be headed for detention. By the time you get to rule 8, you'll need to order up the execution squad.
4. By the time students have seen all of the rules, they will know that you are kidding them. Lead the class in a discussion of how they felt when they saw the rules. The point of the discussion should be that rules are unfair whenever they discriminate unfairly against a particular group for no purpose. Ask students if these were unfair rules.
5. Split students into groups and have them write a fair set of class rules. Tell them that their rules must meet the following standards:
   a. Rules must be fair to all parties concerned - teacher included. (Everyone gets to hit the teacher.)
   b. Rules must serve the purpose of increasing the chances for all students to learn, not just to get better grades. (Every student gets an automatic "A".)
   c. Rules must not violate any school-wide rules or any law. (Everyone can eat candy in class.)
   d. Rules must not cost anything to enforce or put into effect. (Everyone gets free notebook paper and pen.)
   e. Rules must not be silly. (Everyone must wear clothes.)
6. Do not promise to adopt any of the rules developed by any group. You may promise to take such rules under consideration for adoption, but this choice is certainly yours. The attempt to develop rules which follow the above guidelines will help students understand just how hard it is for a teacher to develop class rules. You will probably find that students fall back on the same rules you and other teachers have used for years.

7. Once each group has finished writing their set of rules, assign each student to write a paper explaining each rule and the REASON for it. Students will find this explanation difficult, perhaps helping curtail some of the "whys" that drive teachers insane.

CLASS RULES

1. No one may leave his seat under any circumstances.

2. Only people wearing red will receive passing grades for today's homework.

3. If you do not have a yellow pencil with you, you cannot do today's assignment.

4. Anyone whose last name begins with J or S is excused from tonight's homework.

5. Every girl will automatically be penalized one letter grade for being female.

6. Any student with a twenty-dollar bill in his pocket will automatically be rewarded with one additional letter grade.

7. Any student who has spoken since this list of rules was passed out will be required to serve one hour of detention after school today.

8. Any student who has spoken against these rules is automatically a traitor and will be executed immediately.

JAIL RULES

PURPOSE: To have students determine the reason or purpose of rules in a highly specialized situation, and to expose students to the rules made for the restricted environment of a prison.

PROCEDURE:

1. Duplicate and distribute copies of "Jail Rules," page 339-40. Read the two introductory paragraphs aloud to students. Ask students what the two main purposes of the Jail are according to this introduction.

2. Next have students work in groups to determine the purpose of each of the eleven rules. Allow them to choose from the following general purposes:

   to provide safety
   to establish justice
   to avoid conflict
   to promote order

3. After all groups have completed their discussion and assigned a general purpose to each rule, chart the results on the blackboard. Discuss as a class how these rules relate to class rules? To school rules? To family rules? See if students have come to understand that all fair rules and laws serve the same general purposes.

JAIL RULES

The Jail has two main purposes: The security of the Jail and the security of each inmate. This means that you will not escape from this institution. It also means that you will be safe while you are in this institution. Each inmate will be treated equally and fairly so long as he obeys the rules of the Jail. Each man will have the same privileges and obligations. There are no privileged persons in this jail. There are no underprivileged persons in this jail.

The following rules will be strictly enforced. Violations of them will result in the loss of privileges, solitary confinement, criminal charges, loss of good time and loss of time served prior to trial. These rules are written for the good of the Jail and for the good of each inmate. At all times remember: Violence, brutality, threats and discrimination will not be tolerated.

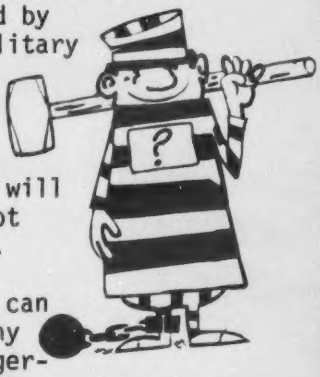
1. Each inmate should have one (1) mattress, one (1) blanket, and two (2) sheets. Any person who has more than this amount without permission of an officer may be punished by loss of commissary privileges or by placement in solitary confinement for three (3) days. Any person not having these items should notify the officer on duty. All extra mattresses, blankets, and sheets must be placed in the visitors' cage where they will be distributed to returning inmates or new inmates.

2. Mattresses, blankets, and sheets may not be torn apart or cut up. Inmates violating this rule may be punished by loss of commissary privileges or by placement in solitary confinement for five (5) days.

3. No gambling or games of chance are permitted.

4. Any inmate who breaks windows, beds, or light bulbs will be placed in solitary confinement for a period of not less than three (3) nor more than fifteen (15) days.

5. Sticks, twisted metal objects, or other items which can be used as weapons are not allowed on the tiers. Any inmate found with such items will be considered dangerous and treated accordingly. The tiers on which such items are found will lose commissary and other privileges.



6. Any inmate who threatens, hits, or throws anything at a Jail Officer will be indicted for aggravated assault or batter -- crimes carrying penalties of up to ten (10) years in the penitentiary. Such inmates will also be removed to a disciplinary tier.

7. There will be no fighting on the tiers. Any inmate threatening, hitting, or intimidating another inmate will be immediately subjected to severe disciplinary action and criminal charges will be placed against him. This rule also applies to any inmate stealing or destroying the property of another inmate.

8. It is the duty of the inmates to keep their tiers clean and in order at all times. Beds must be made daily. Guards will select different inmates each day who are responsible for serving the food and keeping the dayroom clean, etc. Only guards may make such assignments. Any complaints as to how these duties and assignments are made should be directed to a Jail Lieutenant or by a note to the Warden.

9. No extra food except that bought at the commissary is permitted in the cells. All food left over from mealtime must be picked up with the pots and pans. Violation of this rule may result in loss of privileges and up to five (5) days in solitary confinement.

10. Each inmate is only allowed to have seven (7) of any particular commissary item at any one time and two (2) books other than legal matters.

11. No items other than radio, soap, and cups will be kept on the cell bars.

RULES & GAMES

PURPOSE: To make students aware of how important rules are in everyday games and sports.

NOTES TO THE TEACHER: You can easily require that students develop games which correlate with the subject area you are studying. For example, if you are teaching medieval history, have students develop a board game which would take them through medieval castles, win honors in jousts, become a saint, whatever.

PROCEDURE:

1. Introduce the idea of games and rules by having students brainstorm all of the games and sports they can think of. Once they have done this, ask them if any of the games have rules. Of course, all games have rules.
2. Split students up into small groups of three to five. Assign a kind of game -- board, card, or athletic -- or subject area, or allow students complete free choice.
3. Have sample rule books for athletic games, card games, and board games in the room as they begin to develop games. Tell students they are not to copy any existing game, but they may look at samples for inspiration.
4. If you want to keep games for later use, let students know ahead of time so they will not use expensive materials or tear up games from home in preparing the game for class.
5. Allow some time for work on the games in class. You may want to allow students to spend all their time on game-making in class.
6. Once games are completed, have groups exchange games. If the game is really well-designed, the other group will be able to play with no problem. If not, groups may have to "teach" each other their games. Be sure that they make changes in rules and directions as they teach, so that the final game turned in to you is "playable".

Suggestions for Board Games:

- Graduation
- Getting A Job
- Revolution
- On the Town in OKC (or any town)
- First String (How to get on it)
- Symbology

(Board games are especially suited to subject matter since students can make up question cards which result in penalties or rewards based on correct answers.)

YOU CAN'T TELL THE GAME WITHOUT RULES

DIRECTIONS: While rules aren't the only things necessary to have a game or sport, you certainly can't play without knowing what the rules are. Very small children will begin to make up rules for play as soon as they meet other children.

Your assignment is to create a new game. It may be a board game, a card game, an athletic game--whatever kind of game you wish.

You will have to teach your game to another group, so be certain that your game can be played and that you can provide all necessary equipment and materials.

Be sure to include all the following in your game:

Pamphlet

Purpose of Game

Number of Players

How to Play (Rules)

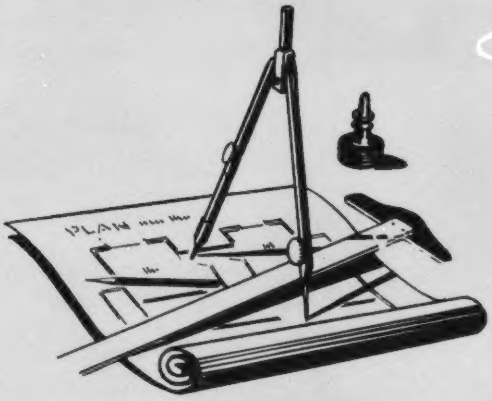
How to Win

Scoring (if applicable)

Materials Needed

Names of Developers

Name of Game



Presentation

Package if Board Game--board, pieces, cards, etc.

Equipment if Athletic Game--playing field approval, protective equipment if necessary, referee, athletic equipment, etc.

Cards and Playing Table if Card Game

LAW WRITING

PURPOSE: To teach citizenship by having students examine problems in their community and propose a law which would solve a specific problem.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Law Writing," page 344. Go over the directions with students and answer any questions. You may wish to let students work in groups on this assignment or to let them at least discuss possible problems which could be solved by new laws before they begin writing.

2. A possible extension of this activity is to let students actually read all their proposals to the class and have the class vote on those which they wish to see become law.

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LAW WRITING

Think about your community. There must be several unpleasant situations which could be solved by the passage of a new law.

** Are dogs running loose, terrifying youngsters and destroying lawns? (Maybe you want a leash law.)

** Do cars park in front of your driveway?

** Do children play in the streets?

** Are there many accidents where bicyclists are injured because of ignorance about proper riding?

** Do teenagers ride dirt bikes in the vacant lot next door at all hours of the night and day?

** Do too many of your friends drop out of high school?

Think! Decide on a change that is needed in your community, state, or nation. Then, suggest a law that might solve the problem.

Write an essay supporting your new law by following this format:

PARAGRAPH 1:	State the law needed. Be specific. Go into detail.
PARAGRAPH 2:	Explain the present situation. Show clearly why this law is needed.
PARAGRAPH 3:	Describe the sad effects of the current lawless situation. Be specific. Give details which prove your point. Mention names and numbers. Elaborate.
PARAGRAPH 4:	Explain how the law you propose will change the situation and solve the problem. Show how this new law will benefit everyone in your community.
PARAGRAPH 5:	Make a plea for immediate action. Use at least one short exclamatory sentence for effect. Suggest a specific step your reader/listener can take to help you get this law passed.

OPTION: You may wish to include an attention-getting introduction before the first paragraph required above. This paragraph might be the sad tale of Mr. James Smith who went insane because of the constant whir and growl of dirt bikes at all hours of the night. It might be a truly sad story of a young neighborhood child who was killed while playing in the street in front of his house.

LAWMAKER

PURPOSE: To make students aware of the roles played by both citizens and legislators by emphasizing the legislator's response to his constituency.

NOTES TO THE TEACHER: As this game is now set up, each student plays the role of Constituent and of Lawmaker. If you have a very large class, you may want to split the two parts -- having each student be either a Constituent or a Lawmaker, but not both.

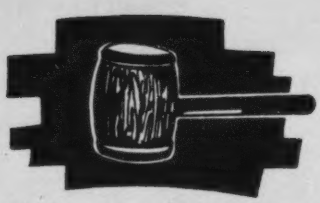
PROCEDURE:

1. After examining the sample "Lawmaker: Game Sheet" to see how it should be filled in, duplicate the blank "Lawmaker: Game Sheet". You may wish to use the same issues given on the sample sheet, write in your own, or allow the class to decide on eight major issues before beginning the game. Make enough copies of the final game sheet for every student to have at least one copy.
2. Duplicate directions for students. You may also wish to make a transparency of the sample "Lawmaker: Game Sheet" to show students how to fill in the sheet correctly.
3. Go over the "Being a Constituent" rules. Give students about one class period to complete discussion and to fill in all group sheets. Be sure to take up the sheets at the end of the hour.
4. You will need to be certain that you have a sheet for every student who will be a Lawmaker in the next class session. Assign one sheet to each student by writing that student's name in the upper left corner.
5. At the next class session, hand out the "Lawmaker: Game Sheets" to the assigned students. Appoint a chairman or function as the Chairman yourself. If you give a student the job of chairman, provide that student with an alphabetical role for role call later in the game.
6. Go over the rules for "Being a Lawmaker". You need to decide whether you will allow one or two days for this game, since speeches may need to be eliminated in either step two or step four if you expect to complete the game in one day.
7. Allow the game to begin. Keep close track of time so that no one student gets to "filibuster" the class.

8. When the game is finished, show students how to tally their score by using the sample sheet or one of the student's sheets.

9. After the game, you may find that students need to "de-brief" or discuss the process. Some may have been double-crossed. Others may have had trouble keeping track of issues and where their constituents stood. One or two may have had trouble supporting positions which conflict with their personal values. This is an excellent way to lead into a discussion of real legislators and their problems. You may even want to assign the following writing assignment: "What I Learned About Government from Playing Lawmaker".

LAWMAKER



Lawmaker is a game which allows each student to experience two roles -- Constituent and Lawmaker. This game simulates only one aspect of the legislative process, so other aspects are suppressed.

This game assumes that a congressman is motivated mainly to be re-elected, that staying in office requires that he be successful in passing bills that are most important to his constituents, and that his personal convictions are outweighed by those of his constituents. None of these assumptions is completely true, although each factor does figure to one degree or another in real legislatures.

BEING A CONSTITUENT

1. In small groups of no more than seven, discuss the issues listed on your "Lawmaker: Game Sheet". Once you are sure you really understand the pros and cons of each issue, you are ready to cast your vote as a constituent.

2. Each student in your group will have his own game sheet. Assign or choose different numbers. This is very important since you will have to enter your constituent vote in the same place on the sheets held by other group members. For example, if you fill in the spaces allotted to Constituent 3 on your card, you will also need to fill in the Constituent 3 spaces on cards held by your group members.

3. Cast your constituent vote by filling in the appropriate spaces under the different issues. A "+" vote means that you are for an issue; you want your Lawmaker to vote for it. A "-" vote means that you are against an issue; you want your Lawmaker to vote against it. A blank space means that you are indifferent and your Lawmaker can vote in any way that is useful to the passage or nonpassage of other issues. You will also assign a numerical value to any space you mark with a "+" or "-". No numerical value should exceed 100. You should not fill in more than five spaces.

4. To see if you are a good Constituent, add up your "+" and "-" votes. If your final score is "0" or a positive number, then you have been a good Constituent. You have given your Lawmaker your opinion on issues, but you have also given him a chance to win re-election.

5. Fill in your name and votes in the same Constituent location on the sheets held by other group members. Turn all sheets into your teacher. Your teacher will assign Lawmakers to these sheets.

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BEING A LAWMAKER

1. Your teacher will hand you a "Lawmaker: Game Sheet". Your name will be written in the space provided in the upper left hand corner. Your Constituency Card Number will appear in the upper right-hand corner. Examine the card carefully so that you can see what your constituency wants you to do. Remember, you only win the game by winning re-election.
2. Once you have examined the role you have drawn, your chairman will call for a round of speeches from the floor. Each speech will be very limited (probably one (1) minute) and each should concern itself for or against one of the issues. This is your first chance to influence others to vote the way your constituents want.
3. The next phase is a session of Lawmaker bargaining. You will have from 10 to 15 minutes to meet with other Lawmakers -- to wheel, to deal, to logroll, to bargain -- to get them to agree to vote the way your constituents want. You may want to make "Scratch my back" arrangements. Remember, your future job is at stake.
4. The bargaining is ended when your chairman calls you back to order. Your chairman will then bring each issue to the floor for a brief discussion (one minute again). Your chairman will allow only one speech for and one speech against each issue. After the discussion of each issue, the chairman will call the Lawmaker roles and voting will be done orally. (Note: the Lawmaker roles are alphabetical. Pay attention to this when your vote comes and be ready.)
5. Rules for voting:
   a. All votes must be made orally.
   b. All votes are public.
   c. You may vote yes, no, abstain, or defer. (If you abstain, no vote is recorded for you. If you defer, the chairman will return to you as soon as all other members on the regular role have been called.)
   d. You do not have to vote as you agreed in any Bargaining session. Those agreements are not binding.
6. After all voting on all eight issues is completed, you must tally your Lawmaker score.
   a. A tie vote does not count either way.
   b. On issues for which your constituency shows a plus number, a yes vote (passage) means that you gain that number of constituent votes. If the vote is no, you lose that number of votes.
   c. On issues for which your constituency shows a minus number, a no vote (nonpassage) means that you gain that number of votes. If there is a yes vote and you have a minus on your sheet, you lose that many votes.

7. Winning depends on your final Lawmaker score. If your final score is "0" or a positive number, then you have satisfied your Constituents and you win re-election. If not, start looking for a new job because you are no longer a Lawmaker.

LAWMAKER: GAME SHEET*

Name David James

Constituency Card Number__________

ISSUES My Constituents Want:	FEDERAL ACTION CIVIL RIGHTS	EXPANDED SPACE RESEARCH PROGRAM	MORE DEFENSE SPENDING	MORE AID TO EDUCATION	A MAJOR TAX CUT	A NEW NATIONAL PARK	FEDERAL MONEY FOR DEVELOPING NEW ENERGY	FEDERAL MONEY FOR REBUILDING OUR CITIES
Constituent 1 Joe Smith	-100		+50	+50		-20		+50
Constituent 2 Sue Smith	+100	+50		-50		+20	-50	
Constituent 3 Henry Jones		-50	-50	+30		+100		
Constituent 4 Jim Jones	+50			+50	-30		+50	
Constituent 5 Sarah Harris		-30		+100		-20		
Constituent 6 Helen Brown	-70	-10	+10	+50			+70	
Constituent 7 Kay Green		-10		-10		-10		+100

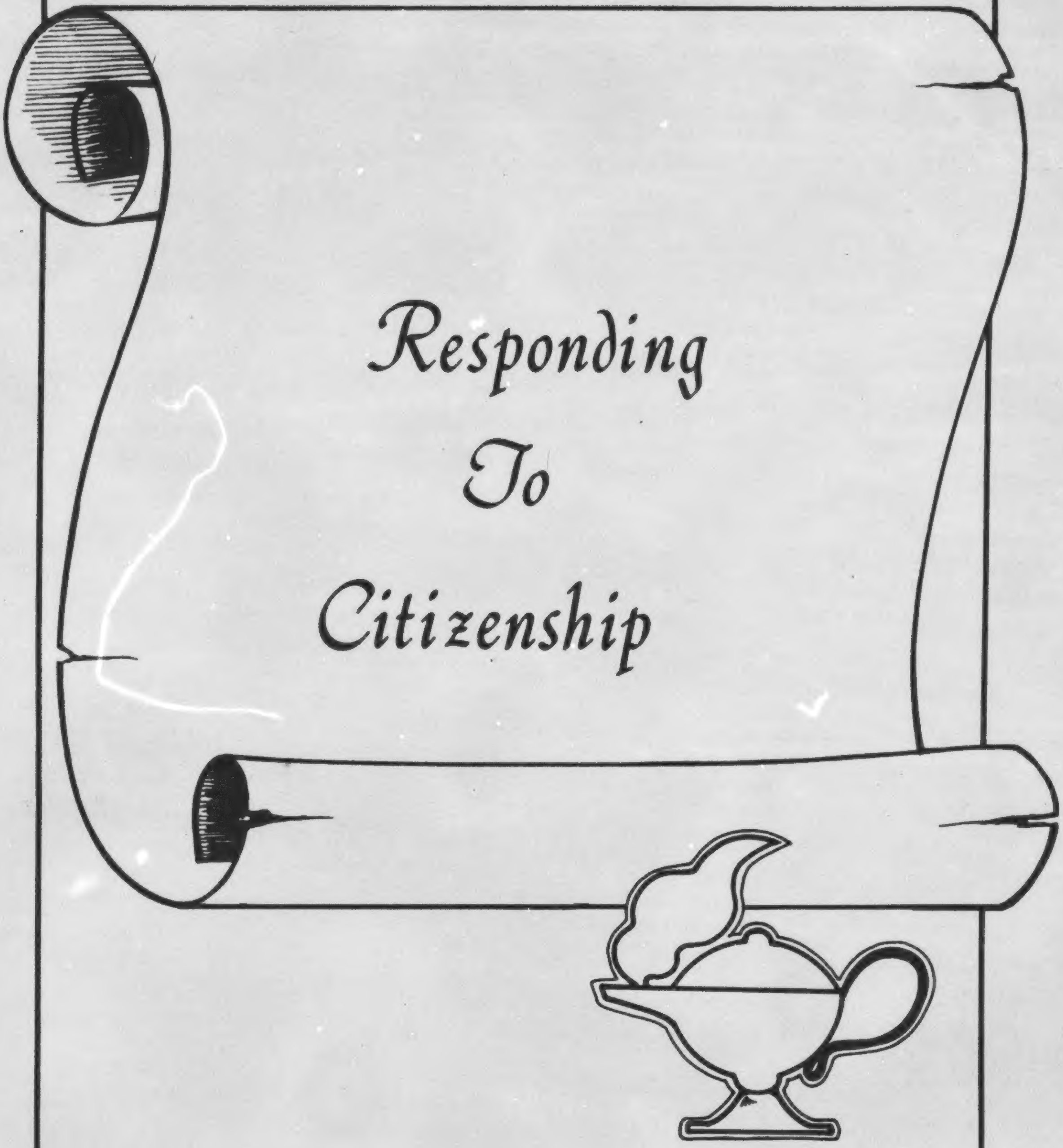
*Assign scoring values so that each player has an equal chance of winning by being re-elected. In other words, give your Lawmaker a chance to score "0" or a positive number. If he/she does everything exactly as you ask, will he make "0" or a positive number? If not, you aren't being a good Constituent.

LAWMAKER: GAME SHEET*

Name________________________________ Constituency Card Number____________

ISSUES								
My Constituents Want:								
Constituent 1								
Constituent 2								
Constituent 3								
Constituent 4								
Constituent 5								
Constituent 6								
Constituent 7								

*Assign scoring values so that each player has an equal chance of winning by being re-elected. In other words, give your Lawmaker a chance to score "0" or a positive number. If he/she does everything exactly as you ask, will he make "0" or a positive number? If not, you aren't being a good Constituent.



Responding To Citizenship

RESPONDING TO CITIZENSHIP

. . . to promote citizenship by practicing responsible membership through active involvement as an individual . . .

Citizenship is membership. A student may not even know what citizenship means, much less how to practice it. Effective citizenship must go beyond mere belonging to include duties, rights, and privileges. Almost 150 years ago, Alexis de Tocqueville, a Frenchman, toured this "new" country and wrote in Democracy in America (1835):

> "The health of a democratic society may be measured by the quality of functions performed by private citizens."

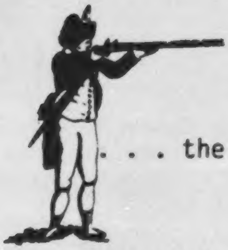
The same holds true today -- citizenship must be a function. It must be active.

Just as it is important for students to develop skills in leadership they must also develop skills in membership. They must practice being leaders and members. The classroom is a beginning. Activities in this unit include assignments for developing small-group (three to seven) and whole-class cooperation and organization. Many require that leadership positions be "passed" so that all have a turn at both positions. This ability to work within a group toward a group goal is often necessary in school and at work, and is certainly central to national citizenship.

Even so, the classroom is only a beginning. Students must learn to respond to citizenship duties in the larger world. They need to learn where and how to seek information about issues which interest them, to express their opinions appropriately through letters and through direct contact, and to select leaders through the ballot box.

To some extent, students need to explore the duties and responsibilities of a citizen. They may need to do some comparative research on citizenship in other countries to realize what a rare privilege our version of citizenship really is. Students also need to learn about how an alien becomes a citizen and how a citizen can lose that citizenship.

Citizenship also involves commitment. Consequently, suggestions are offered for ways in which students can commit themselves to a project, idea, or person. Specific issues are not recommended, since it is the process of responding which is vital to citizenship duties and it is the privilege of choosing which is vital to citizenship rights.



RESPONDING TO CITIZENSHIP

. . . the response to duties, rights, and leaders in authority as a citizen . . .

1. Have students discuss what citizen means.

   . . .citizen is a person owing loyalty to and entitled by birth or naturalization to the protection of a given state, country.

   . . .entitled to vote and enjoy other rights.

   A. What are two ways that a person can become a citizen of the United States?

      1) birth
      2) naturalization

   B. Students may discuss the different ways "birth of a citizen" is defined.

      1) born in one of the fifty states; the District of Columbia
      2) born in the United States territories of
         a. Guam
         b. Puerto Rico
         c. Virgin Islands

      3) born anywhere in world if both parents are United States citizens OR

         if one parent is a citizen who has lived in the United States at least ten years, five being after 14 years of age.

   C. Students may discuss the term "naturalized" citizen:

      . . .naturalized citizen is defined as when an alien (citizen of other countries) chooses to become a citizen of the United States by taking certain steps required by law to gain this citizenship.

2. Students may discuss steps to be taken by alien when wishing to become United States citizen.

   A. file a Declaration of Intention with the Immigration and Naturalization Service (this step is optional)

   B. After five years residence in the United States (three years if married to an American citizen) file a Petition for Citizenship. Applicants must be 18 years of age.

C. Have two citizens testify that you have met the residence requirement, have a good character, and believe in the Constitution.

D. Take an examination to prove you can read and write English and know American history and government.

E. Pledge oath of allegiance to the Constitution and laws of the United States and sign a certificate of naturalization.

3. Have students discuss if citizenship is guaranteed to them for life? (No)

   A. Can anyone lose their citizenship? (Yes)

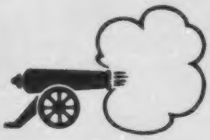
   B. How can a citizen of the United States lose this citizenship?

      1) treason
         anyone trying to overthrow our government through force.
      2) expatriation
         withdrawing allegiance to the United States or taking an oath of loyalty to another country.
      3) denaturalization
         when it is proven that a naturalized citizen obtained his citizenship through fraud or his oath of allegiance was not taken in good faith.

   C. Have students discuss the privileges of citizens. Are there any differences between birth and naturalized citizens? (Yes, only one -- naturalized citizens are not eligible to become President or Vice President of the United States.)

4. Have students discuss their duties and responsibilities as a citizen:

   A. obey the laws
   B. serve on a jury
   C. pay taxes
   D. testify in court
   E. uphold the Constitution
   F. pay allegiance to our country's traditions
   G. respect the rights of others
   H. volunteer in your community
   I. caretaker of public property—
      that which is obtained and maintained through taxes for or used by the people or community, state -- e.g. public parks, monuments . . .
   J. keep informed
   K. think for themselves and question leaders
   L. defend your country.
   M. vote



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5. Students may discuss the rights and duties of an alien. Have they rights in the United States? Yes

. . . alien - citizen of another country

A. obey all the laws of the United States
B. they must register each year as an alien
C. in some cases, they cannot buy land or draw workmen's compensation
D. they cannot vote
E. their children can go to public school
F. they may work and draw compensation
G. they may use the United States Court systems
H. they are entitled to protection of life and property.

6. Lead students into discussion of "G. respect the rights of others" means obeying traffic laws to safeguard the rights of people or obeying a no-talking rule in the classroom or obeying the leash law for dogs in your community. (Refer to question 4-G)

7. Students may discuss the basic rights of a citizen.

A. Have students discuss and define the Bill of Rights.(see page 229-30)

B. Students may check amendments 11-26 to define other rights of a citizen.

8. Students may discuss how a citizen can lose his/her basic rights.

A. a convicted felon . . .

1) voting privileges
2) holding public office
3) professional careers are restricted (anything licensed by state -- varies from state to state)

B. a naturalized citizen returning to his land of birth for an extended time or living five consecutive years in any other foreign nation.

9. Students may discuss the types of leadership authorities citizens may encounter. e.g.

A. authorities through choice or election

B. authorities through study and knowledge

C. authorities through experiences

D. authorities through accepting responsibility.

10. How do you, as a citizen, respond to authority of the chosen or elected leader?

A. by being respectful

B. by asking informative questions

C. by writing letters questioning or voicing an opinion

D. by careful selection of leaders through the ballot box.

11. How do you, as a citizen, respond to authority of Study, Knowledge, and Experience?

. . . authority being parent, teacher, skilled technician, professionals . . .

A. by seeking and following advice

B. by listening to those better informed

C. by being respectful

D. by studying.

12. How do you, as a citizen, respond to authority of one in a responsible situation?

A. by listening carefully

B. by following instructions

C. by being respectful

D. by being responsible in your actions.

13. How could you, as a citizen, be one in authority by accepting responsibility? (e.g. as a babysitter, on a playground, on a bike trail . . .)

A. Mock situations could be discussed where students might be the authority as a responsible person

B. Would the authority you assumed when responding to an emergency situation change? (Yes) When would this change? (When an experienced person or professional came into situation.)

THE OATH OF ALLEGIANCE

. . . the last step for a person applying for American citizenship must take the following oath of allegiance to the United States . . .

> "I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen: that I will support and defend the Constitution and laws of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; or that I will perform noncombatant service in the armed forces of the United States when required by the law; or that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

RESPONDING TO CITIZENSHIP

. . . . to make students aware of their citizens' duties, rights and responsibilities . . . .

1. Encourage students to write letters to their Congressman expressing opinions or seeking information as it is a citizen's right and duty to keep informed and ask questions. On appendix page 629 you will find addresses of congressmen and on page 365 is a guide of how to correctly address the letter and tips for effective letter writing.

2. Have students do a bulletin board display of current governmental leaders paralleling those of the past (e.g. leaders in 1907). Leaders from national to local governmental leaders could be used. If pictures are needed of current leaders for the display, encourage letters to be written. (see item 1 above)

3. Have students draw a map or secure a city map of their community and (A) mark the property that citizens are caretakers of -- e.g. post office, parks, monuments, armor, fire stations, police stations . . . (B) Variation: parks, buildings . . . can be broken into the levels of government (city, county, state, national) that oversee the property and coded with symbols or colors to correspond with each level e.g. city - jail; federal - post office. (C) students may clip newspaper items about vandalism, defacing of public property in any way. . . showing disrespect for public property. (D) discussion as to who pays for the upkeep, repainting and supplying equipment on public property may cause students to realize they are the "caretakers" or "property owners".

4. Students may use the map of the United States on page 604 or a large bulletin board map to locate some of the national parks, monuments and historical sites listed on page 367 .

5. Students may complete worksheet "Wanted: Caretakers" on page 367 . They, as citizens, are caretakers of 286 areas in the national park system. A complete list can be found in reference books and text books.

6. Have students locate the areas (states and territories) on world map where people, when born, automatically become citizens of the United States. (see page 357 1B)

7. Invite a naturalized citizen to class to tell about his/her experiences in becoming a citizen.

8. Have students interview five different people and ask them what does responsible citizenship mean? Ask each person the same question: "What is your definition of responsible citizenship?" Write a report telling (A) what opinions were expressed by those being interviewed and (B) your opinion of what they said.

9. Have students match the symbols found on page 369 to the responsibilities of citizenship on page 371. Key on page 370.

10. Have students do "What & Where?" by identifying the national landmarks and the state or area where it is located.

11. Have a project where students are chosen by the teacher to become "Citizen of the Week". There is no limit to how many can be chosen each week. Base the Citizens on doing or saying something caring to someone, taking the responsibility of caring for school property . . . Acknowledge and recognize, giving pleasurable recall to the recipient and serving as a positive example to others -- recognition by the principal over the loudspeaker, opening exercises and by bulletin boards. Send an award or letter to the parents telling them their child has been selected "Citizen of the Week".

12. Plan a program for Citizenship Day, September 17. Design posters, have guest speakers . . .

WRITING TIPS

* Address the official properly when writing to your legislator:

The Honorable (full name)
Senate Office Building OR
House Office Building
Washington, DC 20510

in your letter, address the legislator as:

Dear Senator (last name) OR
Dear Representative (last name)

* Make sure your handwriting is neat.

* Include your name and address so your legislator can answer your letter.

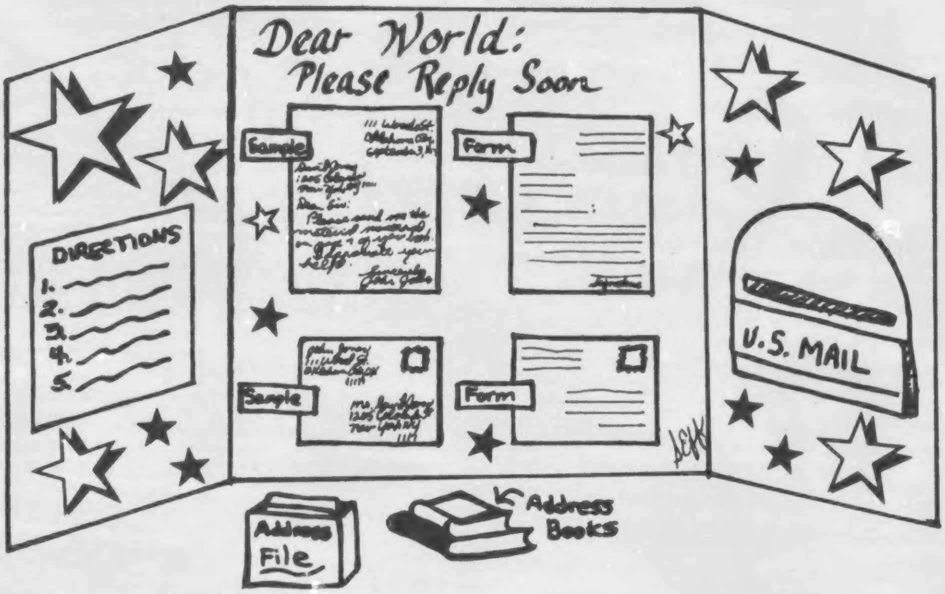
* Be brief and talk about one issue per letter, giving the name or number of the bill you are discussing.

* Explain your reasons for supporting or opposing the bill or for contacting him/her.

* Be courteous and reasonable -- rudeness is not appropriate.

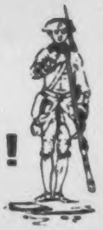
* Use your own words on your stationery as it shows you are personally involved or interested enough in the issue.

* Thank your legislator but don't apologize for "bothering" him.



1. Locate a sample business letter and envelope to attach to center as an example of correct form. Also sketch out a sample form with lines indicating where material should be placed. You may want to label each part of the letter and the envelope -- salutation, complimentary close, inside address, return address, and body.
2. Prepare a mailbox design for the right side of the center. You may even want to cut a slot, attach a box or envelope, and actually use it as a "mail drop".
3. Prepare an address file using materials in this section of the guide by gluing addresses to index cards. Also locate any books you may wish to use for free materials, specialized addresses and so for the center.
4. Directions should read:
    1. Examine the sample letter and the form outlines posted on the center. Be sure that you understand exactly how a business letter should appear.
    2. Look through the address books and file for people and organizations you would like to write. Copy the addresses down for your own reference and replace the address material. You will be expected to write ______ letters.
    3. Write each letter in rough draft form on notebook paper. Then have at least two students proofread your letter and sign your rough draft as editors. If you still think you may have missed some errors, let me see it.
    4. Recopy and correct your letters and address envelopes. Make a copy of your letter in its final form. Mail all letters.
    5. Turn in copies of letters to me.

WANTED: Responsible Caretakers !!



★Match the state to the national monument, park, . . . use these pairs to solve the message below.

_____1. Statue of Liberty
_____2. Mt. Rushmore
_____3. Everglades National Park
_____4. Grand Canyon
_____5. The Alamo
_____6. Golden Gate Bridge
_____7. Fort McHenry
_____8. Devils Tower
_____9. George Washington's Birthplace
_____10. White Sands
_____11. Platt National Park
_____12. Gettysburg National Military Park
_____13. Mt. McKinley
_____14. Little Big Horn
_____15. Mesa Verde
_____16. Mammoth Caves
_____17. Zion National Park
_____18. Scotts Bluff

a. South Dakota
b. Alaska
c. New York
d. Utah
e. Montana
f. Texas
g. Nebraska
i. Oklahoma
k. Florida
l. Kentucky
n. Pennsylvania
o. California
p. Arizona
r. Colorado
s. Maryland
t. New Mexico
u. Wyoming
w. Virginia

9	14

2	15	14

2	16	16

1	2	15	14	10	2	3	14	15	7

6	5

4	8	13	16	11	1

16	2	12	17	7

2	12	17

13	8	11	16	17	11	12	18	7

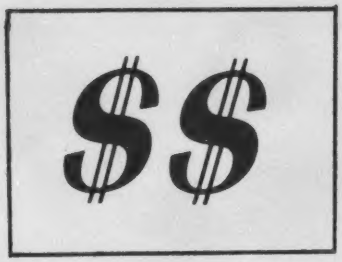
KEY

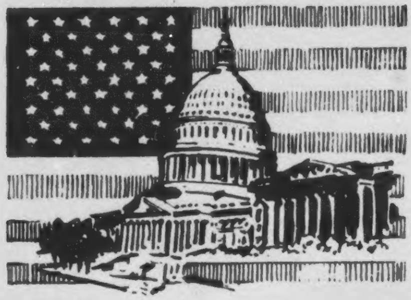
"Wanted: Responsible Caretakers"

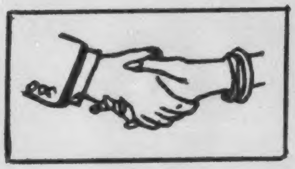
1 - c
2 - a
3 - k
4 - p
5 - f
6 - o
7 - s
8 - u
9 - w
10 - t
11 - i
12 - n
13 - b
14 - e
15 - r
16 - l
17 - d
18 - g

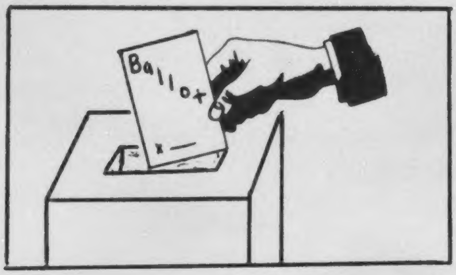
"We are all caretakers of public lands and buildings"

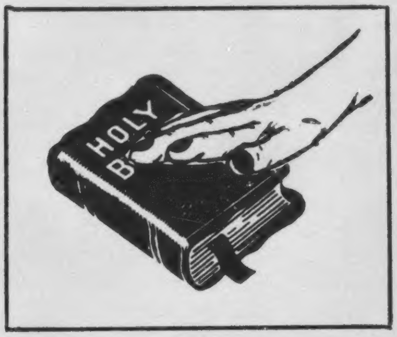
CITIZENS' RESPONSES....

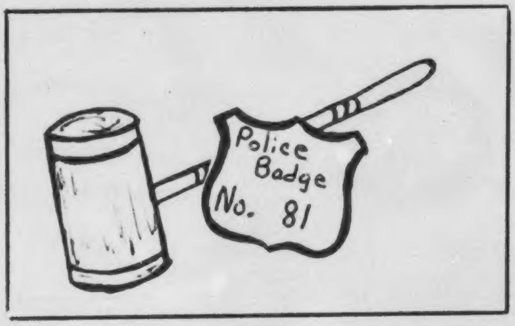


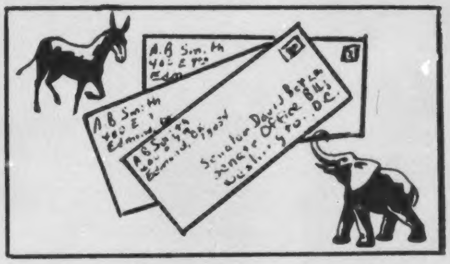


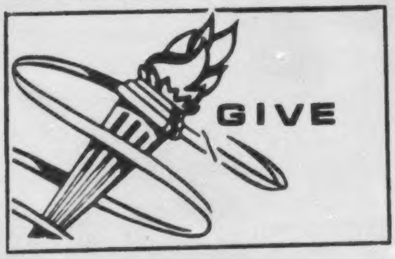


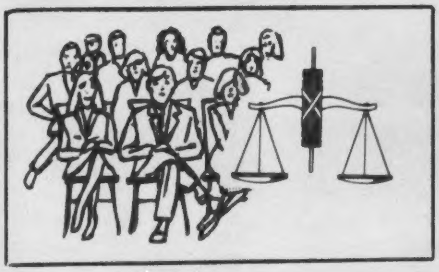





Police
Badge
No. 81


A.B Smith
A.B Smith
Senator David Boren
Senate Office Bldg
Wash..., D.C.





KEY

CITIZENS RESPONSES

5 A. pay taxes

8 B. uphold the Constitution

3 C. respect the rights of others

2 D. vote

6 E. testify in court

4 F. obey laws

7 G. keep informed

9 H. volunteer in your community

1 I. serve on jury

☆ CITIZENS RESPONSES ☆

A. Match the citizen's duties to the symbols on page 369 .

1. serve on a jury
2. vote
3. respect the rights of others
4. obey laws
5. pay taxes
6. testify in court
7. keep informed
8. uphold the Constitution
9. volunteer in your community

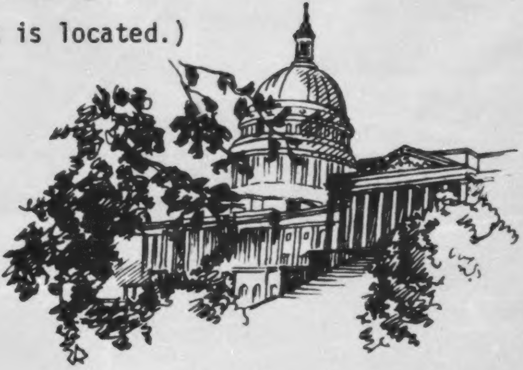
B. Think about your duties and responsibilities as a student. List five and illustrate through symbols of your citizen student duties and responsibilities in your school and then label illustrations.

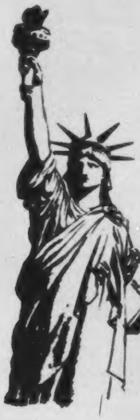
______________________ ______________________

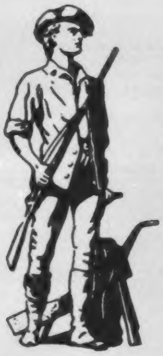
______________________ ______________________ ______________________

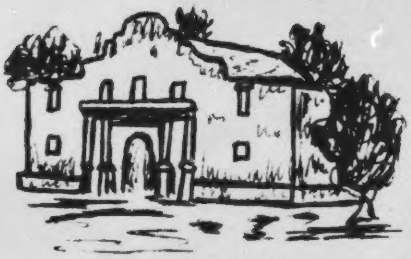
WHAT & WHERE?

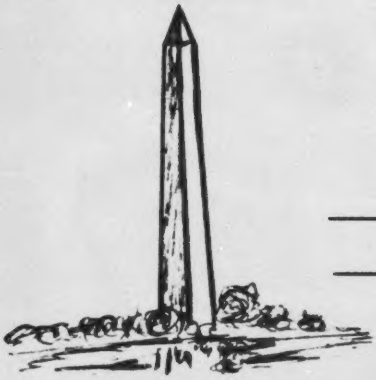
(Identify the landmark and the state where it is located.)

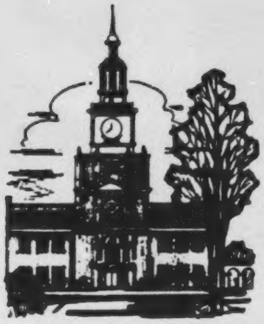


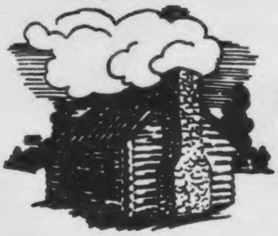












KEY: WHAT & WHERE?

Statue of Liberty
New York

United States Capitol
Washington, D.C.

The Alamo
San Antonio, Texas

Washington's Monument
Washington, D.C.

Minuteman Statue
Minuteman National Park, Massachusetts

Independence Hall
Philadelphia, Pennsylvania

Lincoln's Boyhood Home
Indiana

RESPONDING TO CITIZENSHIP

I. Introducing the Unit: Citizenship is an important subject of study for all subject areas, not merely for social studies. All teachers hope that their students will be good class and school citizens. As a consequence, many of the activities included in this section provide any teacher with methods of developing small group responsible interaction and methods of acquiring information. These two areas certainly relate to all subjects. More specialized activities are offered which deal specifically with voting, jury service, etc.

1. Duplicate and distribute copies of the worksheet, "Citizenship Circles," page 377. This activity is designed to make students aware of the various groups to which they belong. They are citizens of many groups -- from family to world. You might extend this activity by making a transparency of interlocking circles and writing in all groups to which every student in the room belongs. Most obviously, they will all be members of your class.
2. Ask each student to write out his own definition of a "good citizen." Take these up and read them aloud, not mentioning who wrote what. Afterwards, have students discuss and compile a list of common factors they discovered in the definitions.
3. Use the handout comparing duties and rights, page 306, as a guide for students to develop specific actions they can take to demonstrate their citizenship. Have each student pick one action and commit himself to it. (Suggestions might include writing a representative or a letter to the editor of a newspaper, volunteer to assist a community group, vote if eligible, and so on.)
4. Ask students to fill in the handout, "A Citizen's Who's Who," in the appendix, page 257. If students cannot fill it in without outside research, they will have demonstrated their ignorance about politics far better than any lecture could. Ask them what this inability reveals about their preparation to be state and national citizens.
5. Ask students to explain in at least one paragraph what one or more of the following quotes means:
   a. "Citizens pay their taxes, and then they abdicate. They have lost their skills as citizens; they have contracted them out to public employees." ---E. S. Savas
   b. "The worth of a state, in the long run, is the worth of the individuals composing it." --John Stuart Mill
   c. "The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his weight." ---Theodore Roosevelt
   d. "Citizenship *is* man's basic right for it is nothing less than the right to have rights." --Chief Justice Earl Warren
   e. "Our privileges can be no greater than our obligations. The protection of our rights can endure no longer than the performance of our responsibilities." ---John F. Kennedy

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II. Using the Activities: Many of the activities are designed to help solve specific classroom problems. Consequently, you should look over the activities and select those which best fit your subject area, and use them as problem-solvers. For example, use the activities on small group leadership and membership functions before you assign a group project. Activities fall into the following main categories:

a. Activities on group functions: These vary but usually lead students to an awareness of the need for group cooperation in achieving a group goal. Most students have had unsuccessful experiences within small groups and need to be taught how to work in groups. (Every teacher is familiar with the student everyone wants in their group because the other students know he/she will do all the work and with the student no one wants because he/she will do none of the work.)

b. Activities on gathering information: Activities have been included which deal with gathering information from major mass media. You can certainly adapt these by specifying your own subject area.

c. Activities on legal and political citizenship: Many activities have been included which are specific to the social studies class. For example, activities on gaining naturalized citizenship seem specific to social studies.

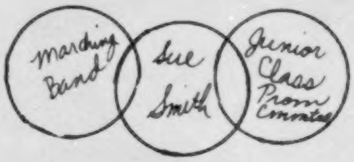
CITIZENSHIP CIRCLES

A citizen is commonly defined as one who owes allegiance to a government and who is entitled to protection by that government. Obviously then, you are a citizen of any government with which you have official ties of allegiance and responsibility. These may include a nation, a state, a city, and perhaps even a school, a church, a classroom, or a group within a classroom.

Officially, you may consider yourself only a U. S. citizen or an Oklahoma citizen, but every area of your life allows you an opportunity to practice the rights and responsibilities of citizenship.

In elementary school, you may have gotten citizenship grades. These grades were usually given on the basis of how well you were able to work with others to help better your classroom and school. Citizenship awards are still given out by many schools and community organizations.

Citizenship Circles: Use a separate sheet of paper to draw a diagram representing all the groups to which you belong -- your citizenship circles. In the very center of the page, draw a circle and label it with your name. Then draw as many circles as you need to indicate all the groups to which you belong. Each of these additional circles should intersect with the "YOU" circle. Label each additional circle with the specific name of the group it represents. See below:



Share your citizenship circles with another student. Do the two of you belong to any of the same groups? Shade in any groups that the two of you have in common. Write in your "partner's" name.

Now share your citizenship circles with another pair of students. Do the four of you belong to any of the same groups? Use another color of pen or pencil to shade in any groups that the four of you have in common. Write in any new names of members.

What would happen if you joined with another group of four? or eight? Are there any citizenship circles to which every student in your class belongs? What are these?

CLASS CITIZENSHIP AWARDS

PURPOSE: To help students recognize good citizenship within the classroom and to develop a method of rewarding that citizenship.

NOTES TO THE TEACHER: Some sort of certificate or plaque should be given to award winners. You may wish to use the Picture Frame form in the Appendix, page 600, as a border and develop your own, or you may wish to have each group of students also develop an appropriate certificate themselves.

PROCEDURE:

1. Divide the class into groups of four or five. Tell each group that they will be responsible for developing criteria for a "Class Citizenship Award." Remind them that they should choose criteria which really determine whether or not a student helps the class as a whole. Also tell them that each proposal's critera will be shared with the class and voted upon. (If you want students to develop the certificate form, you should tell them at this point.)
2. If students have trouble thinking of ideas, you might suggest one or more of the following:
    a. student is on time and prepared for class
    b. student helps others by explaining, not giving away answers to classwork
    c. student keeps track of assignments and shares with those who have been absent
    d. student asks relevant questions during class discussion
    e. student always does his/her share of group work
    f. student listens attentively when other students speak or give reports
    g. student respects the property of others
    h. student respects the ideas of others
3. Once all groups have completed their criteria, have each group select a spokesman to report their list to the class. After all criteria have been discussed, take up the assignments. Overnight you should type up all different criteria on a "ballot" form. The next day, each student should vote on five to seven of the numerous criteria. You may want to use a ballot box and an election board to tabulate results.
4. Once all results have been tabulated, post or duplicate the ten most favored criteria. Familiarize all students with the criteria.
5. Allow students to nominate any class members who have met the criteria. Each should give a nominating speech for his candidate. Once again have a class vote on all nominees and award the certificate to the winner. Have your winner give an acceptance speech. You may wish to go through step 5 several times during the term.

BECOMING A CITIZEN

PURPOSE: To make students aware of the steps to becoming a naturalized citizen.

NOTES TO THE TEACHER: Prior to beginning this activity, you might discuss with students how natural-born citizens acquire their citizenship:

1. By being born in one of the fifty states, the District of Columbia, or the Territories of Guam, Puerto Rico, or the Virgin Islands -- even if parents are not U.S. citizens.(jus soli)
2. By being born anywhere if both parents are U.S. citizens, or if one parent is a U.S. citizen who has lived in the United States at least ten years.(jus sanguini)

Most of your students will be natural born citizens, but not all. Some may have grandparents or parents who were not natural born citizens. Whether or not you choose to discuss specifics with your class will, of course, depend on your own judgment.

You may also wish to discuss with students how one loses citizenship:

1. Treason -- as defined in Article 3, Section 3 of the Constitution:

   "Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

   The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attained."
2. Expatriation -- although controversial and often defined in many different ways, this currently means taking an oath of loyalty to another country. At different times, expatriation has been defined as marriage to a citizen of another country, extended residence abroad, and so on.
3. Denaturalization -- this happens when a naturalized citizen has gotten citizenship by fraud or when it can be proven that the oath of allegiance was not taken in good faith.

PROCEDURE:

1. Discuss natural born citizenship, naturalized citizenship, and loss of citizenship with your students. Determine whether or not they know the steps for becoming a naturalized citizen. If not, distribute the handout, "Steps to Becoming a Naturalized Citizen," page 381. Discuss all steps.
2. Have students write or call for all necessary forms mentioned on the handout. Duplicate copies for every student. If possible, get a guest speaker from Immigration to speak to your class. You might even consider getting a naturalized citizen to speak to the class and explain the steps he/she went through to become a citizen.

3. Divide the class into groups of four or five and have each group develop a test which they feel would serve the purposes mentioned in step 4. Check over the tests yourself. Counsel with any group which has developed a test which is too hard or too easy. Then allow students to type up or write out a neat copy of their final "Citizenship Test."

4. Make at least five copies of each test. Then exchange tests between groups. Students will thus be taking each others' tests. Let the original groups grade the tests. Any student who "fails" should be given an opportunity to study and take the test again.

5. After everyone has had an opportunity to pass the tests, allow those who have passed to swear an oath of allegiance. You may even wish to wait 30 days before "swearing in" those who have made it. Suggest that everyone dress up formally for the occasion. If possible, prepare certificates of some sort and get a principal or other person of authority to officiate the ceremony.

STEPS TO BECOMING A NATURALIZED CITIZEN

1. File a Declaration of Intention with the Immigration and Naturalization Service. (This step is optional.)

   Until naturalization, every alien must register every January with immigration officials. U. S. Post Offices carry signs reminding aliens to do this, and they also carry the correct forms for reporting.

2. After five years residence in the United States (three years if married to an American citizen), file a Petition for Citizenship. However, an alien who has broken U. S. laws during the residence period usually cannot file for citizenship. Forms are available from immigration offices in most large cities.

3. Have two U. S. citizens testify that you have met the residence requirement, have a good moral character, and believe in the Constitution. (This means that most aliens must "stay put" for the time period covered by the residence requirement so that someone can testify that they have met the requirement.)

4. Take an examination to prove that you can read and write English and know American history and government. An official of the Naturalization Service will ask such questions as: "Who is the President of the United States?" "Who are the U. S. Senators from your state?" The main purpose of the test is to be sure that new citizens understand how our government works and something of our history. The Immigration Service provides study materials for people seeking citizenship. Some of these materials are even written in foreign languages to help aliens study.

5. If an alien passes the test and meets all other requirements, he/she will return in 30 days to be sworn in as a citizen by a federal judge. This requires that you pledge an oath of allegiance to the Constitution and laws of the United States and sign a certificate of naturalization. The oath states:

   "I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and the laws of the United States of America against all enemies, foreign and domestic; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the armed forces of the United States when required by law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

* * * * * * * * * * * * *

To apply for citizenship, you must be 18 years of age or older.

Once naturalized, you have all the rights of a natural born citizen, except that you cannot serve as President or Vice-president of the United States.

WHO SHOULD BE ALLOWED TO VOTE?★

PURPOSE: To encourage serious student thought about voter qualification through group projects.

NOTES TO THE TEACHER: Even those students who are old enough to vote will probably be unaware of voter qualifications. Prior to any discussion of voter qualification, students should be encouraged to develop their own voter qualification criteria. Most will develop stringent requirements since they do not know that the main requirement in most communities is a simple residence period followed by registration.

PROCEDURE:

1. Divide students into groups of approximately five each. Tell them that they are to develop a set of voter qualifications for a hypothetical country. Give them no other assistance. Tell them that they will be expected to present their plan to the rest of the class and seek their approval.

2. Each group should produce the following for their proposal:

    a. Newspaper editorial explaining the proposal and seeking citizen support for the proposal.

    b. Magazine or newspaper advertisement for the proposal.

    c. Poster advertising the proposal.

    d. Pamphlet explaining the proposal and its advantages in detail.

    e. Speech of recommendation to be delivered to the class, explaining the proposal and all its advantages, and seeking "citizen" support.

3. Post all materials on the bulletin board and allow groups to deliver their speeches. Hold a class vote to see which proposal most students approve.

4. Class discussion should then consider some of the criteria which have actually been used to qualify voters. These include:

    a. Property qualifications -- specified acreages, property tax payment, minimal income.

    b. Literacy tests -- the famous "grandfather clause" tests exempted those whose parents or grandparents had voted before the tests were begun.

    c. Sex, race, or religion -- sex and race have been used even recently; colonial governments often required religious affiliation with the main church.

d. Mental competence -- many states still have restrictions which eliminate those who are retarded or who have suffered mental illness.

e. Poll-tax -- payment of a minimal fee for the privilege of voting; often used to discriminate against poorer minorities.

f. Criminal penalties -- while serving prison sentences, criminals lose voting rights in all states. Some states allow enfranchisement upon release, but others require pardon or special petition to have the voting privilege returned.

g. Residence requirements -- the average requirement in the United States is one year, but periods range from six months to two years.

h. Loyalty oaths -- at different periods in our history, an oath of allegiance has been required of voters.

i. Other requirements -- Other countries which we might consider democratic have practiced some odd electoral qualifications --

--England once gave "bonus" votes for those with a university education
--Australia once required special tests to be taken by anyone who had failed to vote in a previous election.

j. Age -- although 18 is now the legal age, controversies over lowering the voting age occurred recently enough for some students to remember.

5. Students should be assigned to find out exactly what voter qualifications do exist now in Oklahoma. Most will be surprised by what they see as leniency. Have each student compare actual requirements to those they proposed.

6. Follow-up activities could include student letter-writing to other states and/or countries or library research to determine voter qualifications elsewhere. You might also consider getting someone from the Election Board to come in and explain registration, how to mark a ballot or use a voting machine, etc.

GOVERNMENT JOBS

PURPOSE: To acquaint students with the range and number of government jobs.

NOTES TO THE TEACHER: If you will contact the Federal Job Information Center, 200 N. W. 5th Street, Oklahoma City (405-231-4948), they will send you a packet of information about federal jobs. If you specify that you are a teacher, they will even send multiple copies. Each pamphlet gives a job description, how to qualify, prospects, and so on. Because material is in separate pamphlets, you can use it very easily within your classroom. I caution you to expect a very big package, especially since the Bureau of the Census indicated that 2,869,000 civilians worked for the federal government in 1979.

PROCEDURE:

1. Distribute the various pamphlets mentioned above to groups of students. Tell each group that they will be responsible for developing a one-paragraph description of each job and the qualifications for the job.
2. When all descriptions are completed, combine them in a booklet for duplication. Duplicate the book and distribute copies to all students.
3. The next step is for each student to select a job which interests him and to write to the agency in charge of the job or to a local branch of the agency in order to get the name of a specific person holding that job who can be interviewed. Surprisingly, getting these names is not so very difficult. Once the student has the name, he should develop a set of questions to administer by mail (if the person is not local) or in person (if local). Tell the students their purpose in this interview is to gain more information about the job, its problems, its satisfactions. Many jobs will have employees within the state. Addresses for more information are usually included in the pamphlets.
4. Have each student write up his interview in questions and answer form when he receives his response and post on the bulletin board or place in career centers.
5. An obvious extension of this activity is to follow much the same procedure with state or local government jobs. Your choices are more restricted, but students will be able to get personal access to their interviewees.

★ THE POLITICAL POWER OF ELOQUENCE

PURPOSE: To make students aware of the political power inherent in an ability to speak well and to familiarize them with some of the world's great political speeches.

NOTES TO THE TEACHER: Many of the speeches referred to on the student handout, "In Praise of Eloquence," page 387-90, are available in recorded versions from different manufacturers. You will also find the various speeches in many anthologies of great speeches. Consequently, no specific source is given. Check with your school or city librarian to locate individual speeches.

PROCEDURE:

1. Ask students how important they feel it is for a political leader to be a good speaker. Ask them if they think such speaking ability will become more or less important in our mass media age. Finally, ask them if they can think of any great speakers during their lifetimes, and perhaps of their speeches. (Some will recall John F. Kennedy and Martin Luther King, Jr.)
2. Distribute the handout, "In Praise of Eloquence," and have each student select one speech to research. The student should copy his assigned speech and be prepared to give it (or a shortened version of it) to the class. You may caution students to abridge very long speeches. While you may allow your students to read their speeches, caution them to interpret them with their voices.(If time is limited, you may omit actual delivery.)
3. Have each student make a poster illustrating the speaker, the speech's title and several of the most memorable lines from the speech.
4. Have each student write a short paper analyzing his chosen speech. This report should include the following:
    a. Brief background on the speaker
    b. The setting of the speech -- physical and historical
    c. The intended audience
    d. Purpose of the speech
    e. Effect or impact of the speech
5. After all posters, reports, speeches have been completed, ask students to consider this question:

   "Does it take a strong speaker and an appeal to the emotions to move people to action? Must we have eloquence if we are to have involvement?"

IN PRAISE OF ELOQUENCE

Cicero said, "If truth were self-evident, eloquence would not be necessary."

Oliver Wendell Holmes, Jr., said, "Eloquence may set fire to reason."

Woodrow Wilson said, "The man with power but without conscience, could, with an eloquent tongue . . . put this whole country into a flame."

Adolf Hitler said, "All epoch-making revolutionary events have been produced not by the written but by the spoken word."

We cannot deny that men with golden words have influenced the very birth of our nation -- Thomas Paine, Patrick Henry, Benjamin Franklin, Samuel Adams -- and its committment to ideals throughout its brief history. Eloquence, the ability to speak persuasively well, has often influenced the history of the world, for both good and evil.

With television and radio, modern man can actually witness the great speeches of today and tomorrow. Thus, every citizen should be familiar with eloquence and its powers.

Directions: Choose one of the following speeches to research and report on as your teacher directs.

1. Queen Elizabeth rallies her army during the Armada peril - July 29, 1588.

   "I have the heart of a king."

2. Patrick Henry prepares Virginia for war against the mother country - March 23, 1775.

   "Give me liberty, or give me death!"

3. Benjamin Franklin, as the Constitutional Convention closes, has the last wise word to say - September 17, 1787.

   "I cannot help expressing a wish that every member . . . doubt a little of his own infallibility."

4. William Wilberforce, in the House of Commons, pictures the slave trade in all its horrors - May 12, 1789.

   "The number of deaths speaks for itself."

5. Robespierre recommends virtue and terror - February 5, 1794.

   "Terror is nothing else than justice, prompt, secure and inflexible!"

6. General Bonaparte addresses his triumphant army of Italy - April 26, 1796.

   "All burn with ambition to spread the fame of the French nation."

7. Daniel Webster celebrates the American heritage - August 2, 1826.

   "Whatever may be our fate, be assured, that this Declaration will stand. It may cost treasure, and it may cost blood; but it will stand, and it will richly compensate for both."

8. Frances Wright delivers a Fourth-Of-July oration - July 4, 1828.

   "Let us rejoice as men, not as children - as human beings rather than as Americans - as reasoning beings, not as ignorants."

9. Elizabeth Cady Stanton keynotes the first women's rights convention - February 11, 1847.

   "Man cannot fulfill his destiny alone, he cannot redeem his race unaided."

10. Louis Pasteur depicts the spirit of science - December 7, 1854.

    "Chance favors only those minds which are prepared."

11. Frederick Douglass, an ex-slave, discusses slavery - July 4, 1854.

    "I hear the mournful wail of millions."

12. Lincoln argues that a house divided against itself cannot stand - June 16, 1858.

    "I believe this government cannot endure permanently half slave and half free."

13. Lincoln speaks at the dedication of a national cemetery at Gettysburg - November 19, 1863.

    "The world will little note, nor long remember, what we say here."

14. Emile Zola, on trial for libel, denounces the conspiracy against Dreyfus - February 21, 1898.

    "Do me the honor of believing that I am not defending my liberty. By punishing me you would only magnify me."

15. Lincoln delivers his second inaugural address - March 4, 1865.

    "With malice toward none, with charity for all . . ."

16. Booker T. Washington speaks at the Cotton States and International Exposition in Atlanta for a modest role for the Negro - September 18, 1893.

    "No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top."

17. William Jennings Bryan stampedes the Democratic National Convention - July 8, 1896.

    "You shall not crucify mankind on a cross of gold."

18. Theodore Roosevelt advocates the strenuous life - April 10, 1899.

    "If we are to be a really great people, we must strive in good faith to play a great part in the world."

19. Woodrow Wilson accepts the democratic nomination for governor of New Jersey - September 15, 1910.

    "I shall enter upon the duties of the office of Governor, if elected, with absolutely no pledges of any kind to prevent me from serving the people of the state with singleness of purpose."

20. President Wilson asks Congress to declare war against Germany - April 2, 1917.

    "It is a fearful thing to lead this great peaceful people into war."

21. Eugene V. Debs makes a statement to the court - September 14, 1918.

    "And while there is a soul in prison I am not free."

22. Clarence Darrow pleads for justice for the Negro (the Sweet case) - May 19, 1926.

    "I do not believe in the law of hate."

23. Franklin Delano Roosevelt gives his first inaugural address - March 4, 1933.

    "The only thing we have to fear is fear itself."

24. Edward VIII gives all for love - December 11, 1936.

    "A few hours ago I discharged my last duty as King and Emperor."

25. Prime Minister Churchill presents his program - May 13, 1940.

    "I have nothing to offer but blood, toil, tears, and sweat."

26. Stalin, ten days after the Nazi invasion, instructs his people - July 3, 1941.

    "To the enemy must not be left a single engine, a single railway car, not a single pound of grain or a gallon of fuel."

27. Roosevelt asks for a declaration of war against Japan - December 8, 1941.

    " . . . a date which will live in infamy . . ."

28. William Faulkner, accepting the Nobel Prize, exhorts the young writers of the world - December 10, 1950.

    "I decline to accept the end of man."

29. General Douglas MacArthur defends his conduct of the war in Korea - April 19, 1951.

    "Old soldiers never die; they just fade away."

30. John F. Kennedy delivers his inaugural address - January 10, 1961.

    "Ask not what your country can do for you; ask what you can do for your country."

31. Malcolm X delivers a message to the grass roots - November 10, 1963.

    "We have a common oppressor, a common exploiter, and a common discriminator."

32. Martin Luther King, Jr., delivers a Christmas sermon on peace - December 24, 1967.

    "Hate is too great a burden to bear."

RESEARCH CITIZENSHIP ACTIVITIES

PURPOSE: To acquaint students with the changing nature of citizenship in United States history and with its many varied forms.

NOTES TO THE TEACHER: You may wish to mount individual research assignments on index cards and have students draw research subjects.

PROCEDURE:

1. Assign research questions to students. Give students a reasonable amount of time to accumulate information. You may wish to have students work on each question or to have students divide up questions, working in pairs or in small groups. Many activities will probably require letter-writing so you may need to allow time for responses to letters. Suggest that students use encyclopedias, almanacs, and letters to election boards or embassies, if necessary.

2. Results of research questions can all be graphed or charted. You may need to help students with this step. See the Appendix, page 546, for the handout, "How to Present Your Results Visually."

3. Post the various charts and graphs on the bulletin board when all are completed. Have each student develop two or three questions which can be answered by using his chart. Use these as a test for students.

CITIZENSHIP RESEARCH TOPICS

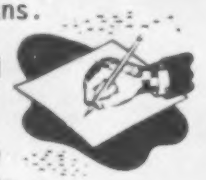
Find out how at least 10 other countries handle voting. Be sure to determine registration procedure, voter qualification, kind of government, major parties, and any other specific information which you feel is relevant to a comparative study of voting in these countries. Present in chart format. You may need to write various embassies.

Find out the voter qualification requirements in all 50 states. You will certainly need to know residence requirements, reasons for loss of voting rights, age requirement, etc. Present your results in a chart. You may need to write state election boards.

Find out how at least 10 other countries award citizenship. You will need to know how natural-born citizens and naturalized citizens acquire that citizenship, as well as how citizenship can be lost. Present your results in a chart. You may need to write to various embassies.

Why don't more Americans vote? Examine surveys conducted recently for magazines and newspapers to get some of your information (the Reader's Guide will help). Also develop and administer your own survey form, being certain that results will be objective by listing "reasons" for respondents to check. Chart all of your results, both from original research and secondary sources.

Find out and contact at least 10 registered lobbyists. Write to ask the goals of the organization and techniques used by the organization to try and influence politicians. Seek specific information on campaign donations at all levels, surveying results, letter-writing campaigns and so on. Present your results in a chart.



Investigate your local city government to determine the "order of command". Get specific names and job descriptions. Find out exactly who reports to whom and what each person's responsibilities are. Present your information in a flow chart.

Find out what organizational plan is used by at least 20 city governments in Oklahoma. You may have to write letters to the various chambers of commerce. Find out whether they use the 1) Mayor-Council Plan and how many council members they have, 2) Council-Manager Plan and how many council members they have, or 3) Commission Plan and how many commissioners they have. Chart your results. Be sure to include the population size of the city in your chart.

Contact at least 15 cities which use the Council-Manager Plan of city government. Ask each city manager to tell you what he/she feels are the most important qualities and qualifications for an effective city manager. (You might limit each to ten or so or provide a survey form where managers can rank the qualities you think are important.) Present your results in a chart.

Contact the mayors of at least ten major American cities. Ask each to tell you what they consider the ten most important qualities or qualifications for a mayor or develop a survey form which asks mayors to rank those qualities and qualifications which you feel are important. Present your results in a chart.

Contact at least ten different kinds of businesses (television station, oil company, airline, cable-TV operator, nursing home, etc.) and ask each which government agencies most directly regulate their business and how. Present your results in a chart format.

Contact at least 15 state senators or representatives and ask each to tell you what they consider the ten most important qualifications or qualities of a state representative or develop a survey form which asks them to rank those qualities or qualifications which you consider most important. Present your results in a chart.

Contact at least ten U. S. Senators and ask them to tell you what they consider the most important duties of a citizen or develop a survey asking them to rank those duties which you consider most important.

Contact a local court clerk or other court official and ask if you can have a copy of the guidelines for jurors. If there are no guidelines, interview the court clerk to determine what guidelines jurors must follow. Determine who is selected and how, and what grounds are considered reasonable for examption from service. Present your results in a chart.

Contact at least 15 judges and/or lawyers and ask them what they look for in a good juror. You may wish to develop a survey form yourself and ask them to rank the qualities you think a juror should have. Chart your results.

Examine helpline or hotline columns or stories in newspapers and magazines until you have results from at least 30 problem cases. Determine which problems could have been solved by the individuals themselves if they had known where to go for help and which were solved because of the media's ability to exert pressure. Chart your results, being sure to show the two types of problems as well as other categories for problems.

Examine a copy of the Congressional Record or Congressional Quarterly to determine what kind of people make up our Congress. Chart results, being sure to include categories for age, party affiliation, sex, higher education, previous occupations, marital status, and race if available.

People lose citizenship for three reasons, the most unusual of which is treason. Research the known cases of treason and prepare a chart illustrating the results of your research. You may want to include categories such as name, time of trial, kind of treason, punishment given, and so on.

Contact the school superintendents for at least 15 school districts in Oklahoma. Ask each to tell you the ten most important qualities or qualifications for a good superintendent or develop a questionaire or your own which asks them to rank the qualities you think are most important. Present your results in a chart. Contact your own superintendent to find out about how to contact other superintendents. Be sure to survey your own superintendent also.

RESPONDING WITH LETTERS

PURPOSE: To help students demonstrate responsible citizenship through letter-writing to important personages.

NOTES TO THE TEACHER: Letter writing may be one of the easiest ways for students to become involved citizens, yet it is often neglected by students and by adults. Organized letter-writing campaigns have allowed special interest groups to exert disproportionate influence because people who hold other views do not write. You will find a series of letter-writing activities below, many of which are designed to promote student interest in letter writing before moving on to the more politically-oriented activities. You may wish to cut addresses apart and glue them on index cards to start an address file.

PROCEDURE:

1. Begin by having students design personalized stationery or a class letterhead. Duplicate copies of this so that all letters for these assignments are written on "official" stationery. Caution students to use this special stationery only for final drafts.

2. If possible make arrangements to have students use the school as a return address. This allows you to give credit for responses to letters and to check that letters really are mailed. It also is a way to promote public relations for your letter-writing activities. Nothing motivates students more than seeing someone else get a stack of letters delivered to them by the teacher. Of course, check with your main office before doing this.

3. Inform parents about your activities. Parents seldom like to be surprised by new school expenditures and with the cost of postage, a little warning will save you trouble later. Let parents know how many letters students will be required to write -- five or so seems an excellent number for a total letter-writing project.

4. Introduce students to correct business letter form by using the guideline form in the Appendix, page 608. You can make a transparency of this and show students how to fill in their own forms. You may need to mention terms such as salutation, closing, inside address. If you do not teach English, you might speak with your language arts teachers to see if they have special letter-writing materials. Even if they do not, all state-adopted grammar books have a chapter on letter writing, so you could have students use their grammar books for guidelines. You can also have students use the guideline forms underneath unlined paper so that letters remain neat.

5. Activities to motivate letter writing:

   a. Most book stores carry books about free materials people can write for. Get one and allow students to write for free information.

   b. Have students examine current magazines and prepare a file of free materials mentioned in the advertisements. Place these addresses and full information on index cards and you have begun a letter-writing file for all students to use. (You may want students to include some addresses and offers which have a minimal cost -- under $1.00)

   c. Have students write to celebrities for autographs or pictures or just to express admiration. Most writers can be reached through their publishers. Musicians can usually be reached through their recording company. Actors and actresses through the film company or television network which carries their show. Sports personalities can be reached through their teams or organizations. Students can obtain these addresses through various references books or by calling information in the correct town.

   d. Have students write to one of the special-interest organizations mentioned in the letter-writing addresses which follow. A wide range of organizations have been mentioned because students have wide interests. Students can ask for free educational material, information about the organization and its purposes. Many other organizations are mentioned in various almanacs and you may wish to consult these.

6. Once students have been motivated to write letters, you can begin to require serious letters to various organizations.

   a. Have students write to one of the television networks, expressing their opinion about a television show or star.

   b. Split students into groups and have each one of the groups write to a different federal agency, requesting information about the agency's job and the problems it solves for citizens. (If you have students ask for four or five specific problems solved, they can use this material later in the "Help Game," page 404.)

   c. Have students write to the various organizations which monitor Congress. Be sure that students ask for the purpose of the organization and how the ratings are established, as well as for a copy of the organization's rating list.

d. Have students write to the Consumer Information Center for a list of current free publications. Then have them write for selected free materials.

e. Set up a news watch group in your classroom to look for people who are doing things to benefit the community. Students can then write letters to these people thanking them for their efforts. Since these people are often overlooked once the cheering is finished, letters will be especially appreciated.

f. Have students write to their representatives at the national, state, and city level. Use the handout, "Responding with Letters," to give them guidelines. The Appendix also has a listing of the correct form for addressing different people of importance. Your students will need to refer to this.

g. Students can write to the tourism department of different states to get vacation information or to city Chamber of Commerce chapters for information about different sights in each city.

h. Have students write to various local social service organizations and clubs to find out what purposes the group serves. Students can also find out if these various organizations have speakers who would be willing to come to school as guests.

i. Students should not overlook the various state organizations and agencies. The Oklahoma City area telephone book lists all these in the blue page section. If you are not in the Oklahoma City area, your local telephone company will have a file copy and may even be able to get you an Oklahoma City directory for your classroom library.

j. Set up a news watch group to monitor and post letters to the editor in the newspaper. Students can be assigned to write in response to one of these letters or to write on a subject of their choice.

k. Have students write letters to manufacturers to compliment as well as complain. Students will often get free samples and coupons in return.

SPECIAL NOTE: Information Please Almanac and Reader's Digest Almanac have extensive listings of addresses for societies, organizations, agencies and so on. Consult them for specialized addresses.

RESPONDING WITH LETTERS

1. As with everything else, addressing correspondence to important personages has its particular etiquette. Although many people may not know the correct form of address for a Senator or Governor, you can be sure that they know. Being "proper" can only gain you points. Your teacher has a list of correct forms for addressing people of authority. Check it and be sure to follow the correct forms throughout.

2. Include your name and address on both the envelope and the letter. Your correspondent can then reply to your letter.

3. Use your own words and your own stationery. This shows that you have taken the time for a personal response. Do NOT send a form letter.

4. Make sure that your letter is neat and legible. Studies show that a handwritten letter tends to stand out and, thus, to get a better response. Even so, that letter should be written on unlined stationery, so use a ruled guideline underneath.

5. Check your grammar, usage, and spelling. A letter with errors will count against the seriousness of your position. Show that you have taken time with your letter by planning, correcting, and rewriting, if necessary.

6. State your purpose at the outset. Spend the remainder of the letter supporting your position or opinion by specifics -- facts, illustrations, examples -- not trite slogans or vague philosophy. Be sincere and honest.

7. While you may be very knowledgeable on a specific bill or issue, you should not assume that your recipient is equally knowledgeable. No one can know everything. If you are writing a legislator about a specific bill, give the name and number of the bill. If you are writing a business about a specific product, give the name and model number. Get your facts straight so that there is no confusion about your concerns.

8. Be brief. You are writing busy people who may set a long, rambling letter aside. Generally, you should concern yourself with one issue per letter. If possible, keep your letter to one page in length.

9. Attitude makes a difference. Even if you are angry, be polite and courteous. You may be surprised how pleased most people in positions of power really are when they receive letters from concerned citizens and consumers. They really do want to hear from you, so show the same courtesy to them. Do not threaten or make promises. Don't apologize for writing.

10. Keep a copy of all such letters written to politicians, businesses, publishers, newspapers. If you discover that you need to write again, you can enclose a copy of your first letter or refer to previous correspondence.

RESEARCH THE "HOW TO" OF GOVERNMENT SERVICES

PURPOSE: To develop active citizenship by providing a format for students to research a "how to" project related to government services.

NOTES TO THE TEACHER: Before students can ACT, they must learn how to get action from a government. If students are to be successful in participating, they must observe the laws, rules, and courtesies which apply to their specific need. Once students have guidelines for working with government, they can then practice citizenship.

PROCEDURE:

1. Distribute the worksheet, "How To How To," page 402. Ask students how many of them know how to do the things mentioned on the handout. You may be pleasantly surprised by a few students who do know how to participate in at least one area.
2. Tell students that they will be working in small groups to develop booklets telling other students how to do each of the things listed. Guidelines for booklets should include:
    a. Specific information -- exact names, addresses, and telephone numbers. A student booklet should not say that a student can get a driver's license by going to a tag agency; it should tell where local tag agencies are located, including addresses and telephone numbers, and give hours of operation, cost of license, and so on.

    b. Effective date -- exactly when this booklet's material was compiled, so that price increases and so on can be considered.

    c. Duplication -- depending on your school facilities, this may mean that the booklets must be run off on stencil machines, ditto machines, or photocopying machines.

    d. Accuracy -- students should include the source of their material. An encyclopedia article just may not be specific enough. If the students talked with the chief of police, that's specific!

    e. Attractiveness -- Students should type or neatly print booklets, design attractive covers, and illustrate booklets appropriately. You should probably include some sample pamphlets for students to examine.

f. Conciseness -- a long rambling booklet is not useful as a resource guide. Students should get to the point, emphasize major steps, highlight basic information, but do all this in a short guide.

3. You may wish to add or delete "How To" assignments which seem inappropriate for your students or location.

4. Once all booklets have been completed, duplicate them and give every student a copy or prepare a resource file in your classroom or school library.

HOW TO TOPICS: SUGGESTED COVERAGE

How To Sue In Small Claims Court: What suits can be brought in small claims court; advantages and disadvantages; procedure to follow, documents needed; location and time of courts; presiding judge(s); costs; tips for filing; etc.

How To Own A Car: Getting a motor vehicle license; registering; legal responsibilities of ownership (insurance, etc.); transferring ownership; reading a sales contract; costs above purchase price of automobile; etc.

How To Vote: Qualifying as a voter; where and when to register; documents needed; party affiliation; where to vote; how to cast a ballot (machine and manual); sample registration card; etc.

How To Get Help In An Emergency: Fire, police, ambulance, poison center, arson, reporting an accident, suicide prevention, and so on; exact telephone numbers, addresses, information to give, service provided for each organization; why to contact each group; how to be admitted to a hospital emergency room; etc.

How To File A Complaint: Better Business Bureau, Chamber of Commerce, news media, an advertiser, and so on; what to report to whom (racial or sexual discrimination to whom?); documentation needed; exact addresses and telephone numbers; how to write the complaint; etc.

How To Get A Driver's License: The test itself; where and when its given; forms to fill out; documents needed; costs; explanation of items on license; exactly where to get the license; tips for the test; etc.

How To Apply For Financial Aid For School: What tests must be taken; forms needed; deadlines; costs; addresses; guidelines for qualification; kinds of financial aid; local available financial aid; etc.

How To Get A Passport And Visas: Documents needed; where and when to go; costs; immunizations needed; visas or other special requiremnts for which countries; rights and responsibilities of having a passport; etc.

How To File For A Patent: How to qualify; protection afforded by patent; where to; forms needed; documents needed; costs; where to sned applications; etc.

How to Copyright Material: What can be copyrighted; protection given; forms and documents needed; where to go; where to send information; costs; tips on filing; etc.

How To Get Information From Local Government Agencies: What information is available from local offices of city, county, state, and national government; description of information, address, telephone number; person to contact; how to write the letter seeking information; telephone and letter courtesies; etc.

How To Contact Your Representatives: Exact names and addresses of city council members, mayor, Oklahoma senators and representatives, U. S. senators and representatives; other people to contact (Board of Education, Governor, etc.); how to address officials properly; tips on letter writing and telephone contact; possible reasons for contacting each representative; etc.

HOW TO "HOW TO"

Citizens need to know what services are available from their governments. They need to know whom to contact and why. They need to know rules and laws covering specific services. They need to know proper procedure and helpful courtesies.

You are a citizen -- so you, too, need to know these things. As a student citizen, you will be assigned to small groups which will prepare a student guide on one of the following topics:

HOW TO SUE IN SMALL CLAIMS COURT
HOW TO OWN A CAR
HOW TO VOTE
HOW TO GET HELP IN AN EMERGENCY
HOW TO FILE A COMPLAINT
HOW TO GET A DRIVER'S LICENSE
HOW TO APPLY FOR FINANCIAL AID FOR SCHOOL
HOW TO GET A PASSPORT AND VISAS
HOW TO FILE FOR A PATENT
HOW TO COPYRIGHT MATERIAL
HOW TO GET INFORMATION FROM LOCAL GOVERNMENT AGENCIES
HOW TO CONTACT YOUR REPRESENTATIVES

Each group will be assigned a separate topic, and each group will prepare a booklet which will be duplicated for use by students in the other groups. Your teacher will give you guidelines for the exact method of duplication -- stencil, ditto, photocopy.

Your teacher can also give you some suggestions on exactly what to include in your booklet.

Some guidelines which apply to all booklets:

** Be Specific - don't say tag agency; say exactly which tag agency, giving address, hours of business, telephone number, etc.
** Be Accurate - get your information directly from the sources which provide the services, not from some out dated general encyclopedia article.
** Be Concise - do not ramble on and on; organize your booklet so that it gets right to the point, highlighting basic information. Your booklet should be a succinct statement of exactly what to do which can serve as a useful reference.
** Be Creative - use illustrations, catchy titles and subtitles, attractive cover design. Type or neatly print your booklet. Examine other pamphlets to see how your booklet can be made more interesting and eye-pleasing.

PREPARING A "HOW TO" BOOKLET

Topic ____

Group Chairman ______________________________________

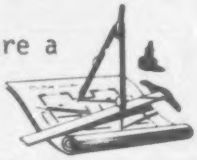
Other Group Members _________________________________

____

____

Final Booklet Due ___________________________________

1. Select a group chairman to organize group activities.
2. Brainstorm your topic - try to discover everything that might possibly need to be included in your booklet. Think of questions you would want answered if you were to pick up this booklet.
3. Explore sources of information - school library, telephone directory, people who have used this particular government service, teacher suggestions, and so on.
4. Prepare a tentative outline for your booklet. Divide up the different areas of the outline for group members to begin researching. Set a specific date for all members to have completed their research. ____________________
5. Gather the information. In the process of getting information, you may find that your original outline is no longer suitable. Report this to your chairman. Be certain that you have completed your research on the agreed date. Your chairman is to report to your teacher if you have not done so.
6. Discuss the information you have found and re-examine the first outline. Make any necessary changes in the outline in light of your actual information.
7. Working as a group or dividing up responsibilities, prepare a rough draft of your booklet which includes:



   - a cover design
   - an appropriate title
   - appropriate subtitles
   - illustrations
   - all written material
   - source list for your information

   Set date for when all rough draft material must be completed. _______
8. Examine the rough draft of your booklet as a group. Make sure that all parts "fit" together. Make any changes necessary. Assign responsibilities for the final PERFECT version of your booklet.
9. Complete the final draft. Inside the front cover, include a list of committee members who prepared the guide, a statement of sources used (unless it is too extensive a list), effective date of the booklet, any acknowledgements necessary.
10. Depending on your teacher's instructions, either duplicate your booklet or give it to the teacher to duplicate. Breathe a sigh of relief and pat yourself on the back for a job well-done (hopefully).

THE HELP GAME

PURPOSE: To teach students how to seek help from government agencies and organizations.

NOTES TO THE TEACHER: It is very difficult to develop this game if students have not already conducted research by contacting different agencies to discover what kind of help they can receive from different agencies. It can be done, but you will probably have to develop your own help situations.

PROCEDURE:

1. If your students are conducting original research, duplicate the address on the "Letter-Writing Addresses" sheet, pages 630-6. Have each student select one agency to contact specifically asking for three to five problems that agency has helped citizens solve. No names are needed, of course. When letters are answered, students can then prepare index cards with the problem on one side, and the agency or organization which help solve the problem on the other side. These become your "Help" cards.

   If your students are not conducting original research, you will need to develop your own help cards using an almanac, the United States Government Manual, and other references.

   If your students have already done the activities mentioned in the "How to How to" activities, page 402, they can use their booklets to prepare "Help" cards.

2. Playing the Game:

   a) Divide your students into two teams.

   b) Read a problem from one of the "help" cards. If team #1 answers correctly, they get one point. If not, team #2 gets a chance to earn the point. Then ask team #2 the next question. Keep going back and forth between teams, even if a team scores a bonus point, they do not lose their regular turn. After both teams have had a chance to answer, read off the correct answer. Thus, your students learn where to find help while playing the game.

   c) Keep score and award some kind of prize to the team which wins the "Help" game, but also stress that they are all winners if they have learned how to seek help.

3. Options in Playing: You may ask each student on each team one question or allow teams to consult within the team group to produce one answer to each question.

BRIEFINGS

PURPOSE: To involve students actively in gathering and reporting information as a citizenship responsibility.

NOTES TO THE TEACHER: Ideally, all of your students would watch the news every night on television, read a daily newspaper, and subscribe to a weekly news magazine. Of course, that is seldom the case for even one student, much less all. The use of briefings can allow each student to work in one area and report back to the class; thus, all students become informed indirectly. Suggestions for briefings assignments are given below, but you will want to modify them to fit your class and current news issues.

PROCEDURE:

1. Administer the "News Savvy" survey on page 407. Compile the results your self or assign a group of students to compile the results. This survey should help you determine how much access your students already have to news sources. If all are fully informed, then you need not motivate them. If they are not well-informed, you can use the survey results to point out their need-to-know.
2. Duplicate the "Press Secretary Assignments" and assign students to each or allow students to choose for themselves. These are found on page 408-9.
3. You may handle briefing reports several ways:
   a. Allow each group two to three minutes a day to make their reports to the whole class.
   b. Assign one day a week for each group to spend about ten minutes summarizing all briefings for a full week. This allows more in-depth than daily reports, but also requires that students be disciplined enough to really keep weekly records. You know which approach will work best with your students.
   c. Divide the bulletin board into sections allotted to each group. Require that they post all major stories on a daily basis. They should not just clip stories. All stories should be outlined in a five W's (who, what, when, where, why) and H (how) format. This forces students to read the stories, not merely cut them out. Even with the bulletin board report form, each group should report orally on the one major story each day. This report should be less than one minute.
   d. Schedule a weekly "50 Minutes" program. This would require that each group select one major story to report on and then prepare a television style report no longer then 10 minutes. If you have access to videotape equipment, you might actually have students record their programs. The show should have a moderator and a rotating group of reporters so that everyone eventually speaks to the class.

e. If you feel you have no time for oral reports, you could assign a clippings notebook to students. Then each student would divide his notebook into separate sections for each of the press secretary assignments and clip news stories to fit those sections. Even so, have students follow the outline form mentioned in #c for each story to prove they have read the stories clipped.

FACTS

WHAT'S YOUR NEWS SAVVY?

Name_______________________________ Age_____ Class______________

1. I watch the television news...

_____every night/morning
_____4-6 times/week
_____2-3 times/week
_____once a week
_____twice a month
_____once a month
_____never

2. I read a daily newspaper...

_____every day
_____4-6 times/week
_____2-3 times/week
_____once a week
_____twice a month
_____once a month
_____never

3. I read a news magazine...

_____once a week
_____twice a month
_____once a month
_____3-4 times/year
_____never

4. When I read a newspaper, I read...

_____the front page
_____sports section
_____advice columns
_____comics
_____classified ads
_____business news
_____women's pages
_____editorial page

5. Television news programs I watch...

_____60 Minutes
_____Face the Nation
_____Issues and Answers
_____Meet the Press
_____20/20
_____Washington Week in Review
_____Newsmakers
_____Firing Line
_____PM Magazine
_____Other______________________

6. Materials we subscribe to...

Newspapers______________________

Magazines______________________

7. The three most important news events this week are...

1.______________________

2.______________________

3.______________________

8. As far as being well-informed is concerned, I would rank myself...(x marks the spot)

1 2 3 4 5 6 7 8 9 10

Know Nothing — Know-It-All

9. I want to know more about...

10. Steps I can take______________________

PRESS SECRETARY ASSIGNMENTS

A press secretary's job is multi-faceted. He may be required to set up and direct press conferences, monitor news response to his employer's actions, or to prepare briefings for his employer. A briefing is a short summary of news with the emphasis on how it affects the particular employer. Thus, a press secretary for the President of the United States would be interested in different stories than the press secretary for the mayor of your town.

A press secretary should keep a clippings notebook. This notebook would contain newspaper and magazine articles of interest to his employer. The source of the article and the date should always be noted. An outline of important facts called the 5 W's and H (who, what, when, where, why, and how) should be included for each article. Television news should also be summarized using the same outline and citing station and time of the story.

Remember always that your job will be to summarize stories which affect your employer and his ability to make intelligent decisions and to report those summaries to your employer in the form he requests. (Your teacher will specify the format for reporting.) You must always look at the news with your employer's eyes.

Your teacher will assign one of the following jobs to each group or allow you to select a group. Every member in that group will be responsible for reporting at least once in briefings format.

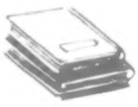
Your first step as a group is to determine what kinds of information would interest your employer. Your second step is to divide up the various media so that all available newspapers, magazines, and television stations are watched by at least one member of your group. Pay special attention to weekly news shows which may cover subjects of importance to your employer. Your third step is to take required notes in the 5 W's and H format. Your fourth step is to write a comment for each story which shows how this particular news item affects your employer. Should he contact the people involved, start a new committee, write a letter, what? Does the story reflect public support or concern for your employer's actions?

PRESIDENTIAL PRESS SECRETARY: Primarily national news of a political nature, but anything which should concern the President and his aides.

GOVERNOR'S PRESS SECRETARY: Oklahoma news which has a statewide importance, whether legislative, executive, or judicial. Anything national which should concern Oklahoma's governor and his aides.

MAYOR'S PRESS SECRETARY: Local news which should concern your mayor and his aides. This will vary from town to town, of course. State and national news which affects your town, its citizens, its businesses should also be noted.

CHAMBER OF COMMERCE PRESS SECRETARY: Your employers are concerned most with business at local, state, and national levels. Federal agencies, new legislative bills, and so on will concern them. Specific areas of interest will depend upon your town's business interests.

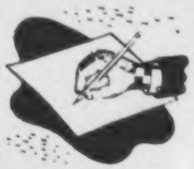


CONSUMER'S UNION PRESS SECRETARY: Your employers publish a monthly magazine about consumer interests. Thus, they are most interested and concerned about news from the buyer's viewpoint. They want to know about problem products and also recommended products. They are very interested in the local, state, and national business news but with a particular emphasis on consumer news.

OIL COMPANY PRESS SECRETARY: Your employer is a major oil company with diversified interests in all forms of energy. Thus, any local, state, national, and international news about energy development, availability, control, etc. will interest your employer. Even the more unusual forms will interest your employer since you work for a forward-looking company with an eye out for future development possibilities.

STATE ENTERTAINMENT MAGAZINE: You work for a state magazine which specializes in entertainment. Your employers want to know about festivals, celebrations, museums, movies, concerts, books--almost anything entertaining available to Oklahomans. Since they publish only once a month and feature only a few major entertainment events, they include a listing of entertainment events in an abbreviated form. They expect you to help them with this. Consequently, your job is to keep track of all entertainment possibilities, *but* keep an eye out for future events.

POLITICAL COLUMNIST PRESS SECRETARY: Your employer is a political columnist who also gives lectures and speeches for various organizations. He is so busy writing his commentary that he has no time to read all the news. He is primarily interested in unusual or especially important political stories. He does deal in personalities, so name stories are a high priority. While his main interest is Oklahoma politics, he also comments on national news. Keep your eye open for the story he can appreciate in Art Buchwald style.



GETTING ACQUAINTED WITH NEWSPAPERS

PURPOSE: To help students become informed citizens by familiarizing them with the newspaper.

NOTES TO THE TEACHER: You may wish to let parents know that students will have a newspaper assignment so that those who subscribe can collect papers for you for a week or so before the assignment begins. It is also probably best to use a large city daily newspaper rather than a small weekly one.

PROCEDURE:

1. Duplicate and distribute the handout, "A Newsprint Scavenger Hunt," pages 411-5. All necessary directions are included on the handout. You may, however, need to explain some terms to the students. These are all in the dictionary or in any good journalism textbook.

2. Have students compile all their clippings in a notebook and attach a Table of Contents with page indications. That way you may choose to spot check notebooks rather than check every single item in them.

3. This assignment can be modified somewhat by specifying subject matter of the various clipped articles. Examine the student assignment sheet to see how you could change it to suit your purposes.

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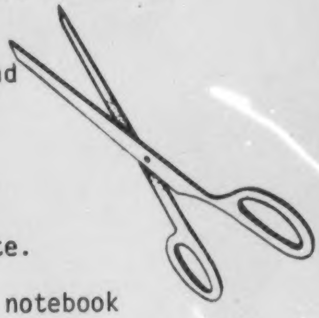
A NEWSPRINT SCAVENGER HUNT

Newsprint is the kind of paper most newspapers are printed on, and in the next few days you are going to become very familiar with newsprint because you are going on a newsprint scavenger hunt. You will need to prepare a notebook to contain all of your materials and attach a numbered Table of Contents page when all your assignments are finished.



- * Do all assignments indicated below.
- * Clip each designated article neatly with scissors and glue the article on a blank sheet of paper.
- * Label each article.
- * Design a cover for your notebook.
- * Prepare a table of contents and title page for your notebook.
- * Use illustrations throughout if they seem appropriate.

___ 1. Clip from your newspaper, mount, and put into your notebook one example of each of the following. Label each clipping.

- ___ a) sports story
- ___ b) advertisement
- ___ c) letter to the editor
- ___ d) local news story
- ___ e) state news story
- ___ f) national news story
- ___ g) international news story
- ___ h) editorial
- ___ i) editorial cartoon
- ___ j) advice column
- ___ k) entertainment column
- ___ l) classified ad for a job
- ___ m) classified ad for a service
- ___ n) classified ad for something for sale
- ___ o) sports column
- ___ p) coupon
- ___ q) masthead
- ___ r) index
- ___ s) dateline
- ___ t) byline
- ___ u) police/crime statistics
- ___ v) survey, poll, or interview

___ 2. Clip the lead paragraphs of two news stories. Mount each one on a sheet of notebook paper. Below each clipping, list the five W's and H (who, what, when, where, why, and how). Then write the answer to each of these questions as you find it in the stories.

___ 3. Clip and mount an editorial from your newspaper. Comment on the viewpoint of the editorial. Does one of the following labels characterize the editorial - crusade, argument, interpretation, comment, stimulating thought, entertainment? Does the editorial belong to more than one of those types? Comment. Sum up the main point of the writer in one sentence underneath the article.

___ 4. Clip a news item from your newspaper. Clip a feature item from your newspaper. Mount each on a separate piece of paper. Label each. Is one concerned mostly with facts? Is the other concerned with emotional appeal? Are there differences? Explain.

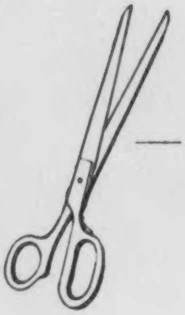
___ 5. Clip and mount a columnist's article on each of the following subjects: radio and television, motion pictures, sports, and news. Write a meaningful sentence for each in which you describe the columnist's viewpoint.

___ 6. Clip and mount a photograph from your newspaper. Comment upon it by answering the following questions:

___ a) Does the photograph communicate something newsworthy?

___ b) Does the photograph portray only fact? Is it free of opinion? Explain.

___ c) Does the photograph convey information or opinion that could not be conveyed as well with words?



___ 7. Clip and mount a political cartoon from your newspaper. Answer the following questions:

___ a) Does the cartoon use symbols (donkey, elephant)? If so, what do these symbols represent?

___ b) What opinions does this cartoon convey?

___ c) Are the opinions conveyed by this cartoon fair? Do you agree with them?

___ 8. Write an original news story about an event from your studies in social studies, English, or science. Be sure to include the five W's and H in your opening paragraph.

___ 9. Write a letter in response to a help wanted ad. Clip and mount the ad to accompany your letter.

___10. Write a letter to the editor in answer to an editorial that you have clipped from your newspaper.

___11. Clip a news article from your newspaper. Write an editorial in response to this article.

___12. Write a headline and news article with your byline about a school function or activity in which you are interested or in which you have participated.

___13. Write a television review of one of the following types of programs: situation comedy, news presentation, variety entertainment, educational, or the program type of your choice.

___14. In newspaper offices, headlines are usually written after the reporter has turned in a story. Writers of headlines try to follow the rules given below. Clip and mount a headline that illustrates each rule. Label each headline to show which rule it illustrates.

SCOOP!

___ a) A headline tells the most important point in the story.

___ b) A headline uses the exact names and figures whenever possible.

___ c) A headline expresses a complete thought. A subject and a verb form are preferred; however, one of them may be omitted if the meaning is clear.

___ d) A headline uses active verbs as often as possible (not is, are, was, were).

___ e) A headline leaves out unnecessary words such as articles and conjunctions (an, the, to, from, at, etc.).

___ f) A headline omits the punctuation mark at the end.

___15. Bring to class a number of editorials from different newspapers. Examine them carefully and then answer the following questions:

___ a) With what topic does each editorial deal?

___ b) How does an editorial differ from a news story?

___ c) Is the editorial written to entertain or to influence its readers?

___ d) Can you find an editorial written for each of these purposes? Label them. --to explain, to criticize, to persuade, to express appreciation, to give arguments.

___16. Choose a school topic that interests you and write an editorial about it. Decide which of the five purposes mentioned in #15 will be yours in writing. Then follow this plan:

___ a) State the situation about which you are writing.

___ b) Develop your ideas about it.

___ c) Summarize what you think should be done or thought about it.

___17. Write a letter to the editor of your school paper or to the editor of a local paper. You may use your own idea or one of the following:

___ a) Express appreciation for something being done at school.

___ b) Present a problem or a need of young people.

___ c) Argue for or against a law or rule being considered in your school, community, or state.

___ d) Agree or disagree with a letter or an editorial that recently appeared in the paper.

TO THE
EDITOR

___18. Clip and mount a news item or an editorial from your newspaper. Draw a cartoon like those that appear on the editorial page to illustrate your viewpoint on that clipping.

___19. Construct an original advertisement that you would like to see in a newspaper. Be sure to include headline, illustration or photograph, and copy.

___20. Write a review of a movie you've seen recently. Include the name and the stars. Be sure that your review does not give away the entire plot, but that it does tell the reader what the movie is generally about. Include your own recommendation to see or not see the movie.

___21. Write an article covering a sports event that you recently attended or saw on television. Include statistics that apply to the specific sport.

___22. Examine your clipping on obituaries. Now write an obituary for a historical person you have studied in history or social studies. Include the kind of information you see in newspaper obituaries.

___23. Examine the statistics you have on police or crime events. What conclusions can you draw about crime in your community? Explain those conclusions in a paragraph, using the statistics to support your position.

___24. Clip a classified ad for something you want to buy. Attach it to a piece of notebook paper. Explain in a short paragraph why you want exactly what is advertised in this ad.

___25. Clip a question from an advice column which especially interests you. Attach the columnist's response. Then write your own answer to the problem in the column. Which is better? Why? Explain.

___26. Write a one paragraph summary of the survey, poll or interview you clipped in #1.

___27. Using the masthead and other material in your paper, answer the following questions in complete sentences.

___ a) Who is the publisher?
___ b) Where is it published?
___ c) How often is it published?
___ d) What is the circulation?
___ e) How much does a single copy cost?
___ f) Who is the managing or chief editor?
___ g) Who draws the political cartoons?
___ h) How much will a one-time classified ad 25 words long cost?

___ i) What telephone number would you call to report a problem with your service?

___ j) Are there any special features like action columns, medical advice, etc. offered? What? List them.

___28. Number all pages.

___29. Prepare your table of contents.

___30. Put everything together and breathe a sigh of relief. You've finished.

GOOD NEWS

GETTING ACQUAINTED WITH NEWS MAGAZINES

PURPOSE: To acquaint students with the information offered in news magazines.

NOTES TO THE TEACHER: Each student will need a copy of *Time*, *Newsweek*, or *U. S. News and World Report*. The magazines can be different for every student and they do not all need to be current issues.

PROCEDURE:

1. Give each student a copy of a news magazine. During the allotted time period for this activity, each pupil is responsible for reading his or her magazine, answering the corresponding questions and completing the writing assignment.

2. Duplicate and distribute copies of the two worksheets, "Questioning the News," pages 417-8, and "What's News?", page 419. Directions on the worksheets are quite clear.

3. You may wish to have students share some of the writing assignments completed during the activity by reading aloud or posting on the bulletin board.

QUESTIONING THE NEWS

Directions: You will be responsible for answering all of the following questions about your magazine and the stories in it. Include title of article and page number in every answer. Write answers on separate paper. Number your answers accordingly. (Minimum length for each answer appears in parentheses.)

1. What is the name of your magazine and its issue date?

2. In your opinion, what is the most newsworthy or valuable story in your magazine? Why is it so important? What is it about? (one paragraph)

3. What point does the editorial in your magazine make? What is it about? How well does the editor prove his/her point? You should check for essays, columns, letters from the editor - all of these can be editorials. (one paragraph)

4. What kind of letters to the editor are found in your magazine? Are they mostly favorable or unfavorable? Can you tell what kind of people read your magazine from the letters? (one paragraph)

5. What is the cover story about? Summarize it. (two paragraphs) How well is the story covered? Does it leave you asking questions? If so, what kind of questions? (one paragraph)

6. What kinds of ads are found in your magazine? Do they fall into certain groups - automobile, insurance, etc.? Why do you suppose advertisers selected this magazine for their ads? Mention three or four specific ads in your magazine and explain why you think they were placed in this magazine. (one paragraph)

7. A famous saying is "One picture is worth a thousand words." What picture in your magazine proved this statement? In other words, which picture is most expressive? Why? What story accompanies the picture? Explain how the picture and the story relate to each other and why the picture you have chosen can express its main idea better than mere words. (one paragraph)

8. Do the stories in the magazine about education apply to your education? Why or why not? (one paragraph)

9. Choose the most convincing review in your magazine - whether it be about books, movies, theater - and explain why it is convincing and what it is about. (one paragraph)

10. Find an example of a story which is about international news. Summarize it. (one paragraph)

11. Find an example of a story about national news. Summarize it. (one paragraph)

12. In your opinion, what person in the magazine was most interesting about whom to read? Explain who and why. (one paragraph)

13. Rewrite any news story of your choice as a fictional story. For example, if you read about a trial, re-tell it as if you were a person directly involved. You may wish to pretend that you are one of the main characters in the news and use the "I" form.

14. Copy one headline from your magazine and explain how it fits its story. Explain why it is or is not a good title for the story. (one paragraph)

15. Choose one sports story in your magazine and summarize it. (one paragraph)

16. Locate one chart, graph, or diagram in your magazine and redraw it on separate paper. Explain what the visual drawing represents in your own words. (one paragraph)

17. Locate one cartoon or political sketch in your magazine and explain what it means. Be sure to mention the point the artist was trying to make. (one paragraph)

18. What one story in your magazine would most interest a businessman? Summarize and explain. (one paragraph)

19. What one story in the magazine is most useful to you as a student? In other words, which story gave you information which can help you in one of your classes? Which class? Explain. (one paragraph)

20. Choose some story in your magazine which has human interest or emotional appeal. Write a poem about it, either in a structured or free verse form.

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WHAT'S NEWS?

"Nowadays truth is the greatest news." --Thomas Fuller

"News is the rough draft of history." --Ben Bradlee

"A good newspaper, I suppose, is a Nation talking to itself." --Arthur Miller

"What's one man's news is another man's troubles." --Finley Peter Dunne

"The evil that men do lives on the front pages of greedy newspapers, but the good is oft interred apathetically inside." --Brooks Atkinson

"The advertisements in a newspaper are more full of knowledge in respect to what is going on in a state or community than the editorial columns are." --Henry Ward Beecher

"People everywhere confuse what they read in newspapers with news." --A. J. Liebling

"News is popular, but it is popular mainly as fiction. Life in one world, and life seen in the news is another." --G. K. Chesterton

Directions: Choose any three quotations from those above. For each quote you will write two paragraphs. Use specific examples from your reading and your experience to support your opinion.

PARAGRAPH #1: Copy the quotation and attribute it to the speaker. Then explain the quotation. Do you agree with it? Why or why not? What is the point of this quote?

PARAGRAPH #2: Explain how the quote applies to what you have been reading this week. Be specific. Note that it makes no difference whether you have been reading magazines or newspapers, since the point of the quote will apply to any mass media.

PLAYING BROKEN SQUARES

PURPOSE: To focus on behavior and attitudes which contribute to effective cooperative efforts and those that do not.

NOTES TO THE TEACHER: "Broken Squares" is a game which graphically demonstrates the need for cooperation to achieve group goals. Although many variations of the game can be found, this particular version varies from some of the others in that all group members will be unable to complete their squares unless Member "B" breaks up the square he is able to form from the very beginning. This variation, thus, teaches that group success may require a temporary sacrifice by the individual. By the end of the activity, Member "B" will once again have a full square. Should Member "B" decide to "get his own" and refuse to break his square, the group will fail since ALL members will not be able to succeed. This activity is especially useful as an introduction to any type of group project since it reinforces the need for a cooperative effort on the part of all members.

PROCEDURE:

1. Using the five pattern squares, cut out enough sets for all of your class members. If a class will not divide equally into groups of five, some students will need to function as monitors.
2. Place all pattern pieces with the same letter in an envelope labeled by letter. Thus, you will have five lettered envelopes per set of squares.
3. Divide students in groups of five and administer directions. Many groups may never complete the game because a member is unwilling to share. You will have to judge when it is time to end the game, but 15 minutes is usally adequate time.
4. After the game, discuss the following questions:
   a. How did members who saw the solution before others did feel towards the others?
   b. How did they feel toward members who held pieces they needed and did not immediately give them up?
   c. Did anyone complete a square that made it impossible for the other squares to be completed? If so, what were the others' reactions to the person who was holding them up?
   d. Did the group members have helpful feelings toward members who did not see the solution readily? If not, what did they feel? (Impatience, anger, frustration, whatever?)
   e. What feelings were generated in reaction to the rule that one could not ask for a piece, but had to wait to be given it?
   f. What behaviors helped the cooperative effort? What behaviors hindered the cooperative effort?

BROKEN SQUARES

MATERIALS NEEDED: One five-square set of pieces per group. Pieces should be placed in lettered envelopes as indicated on pattern pieces. Thus, group member "A" gets an envelope with all the pieces labeled "A" in it; and so on.

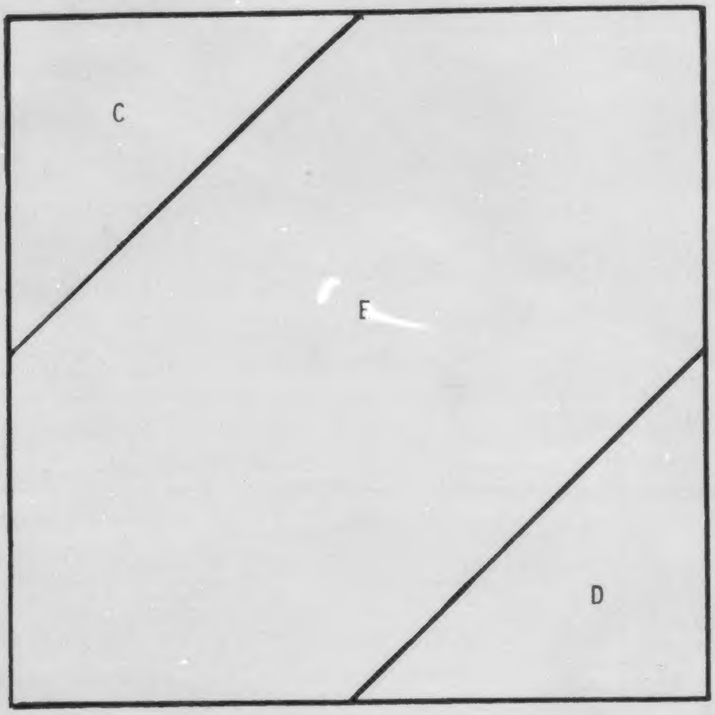
GROUP SIZE: Each group should have five participants. Extra students can serve as monitors to see that no talking occurs.

OBJECT OF GAME: For each person to form a complete square. The game ends when each participant has a complete square in front of him.

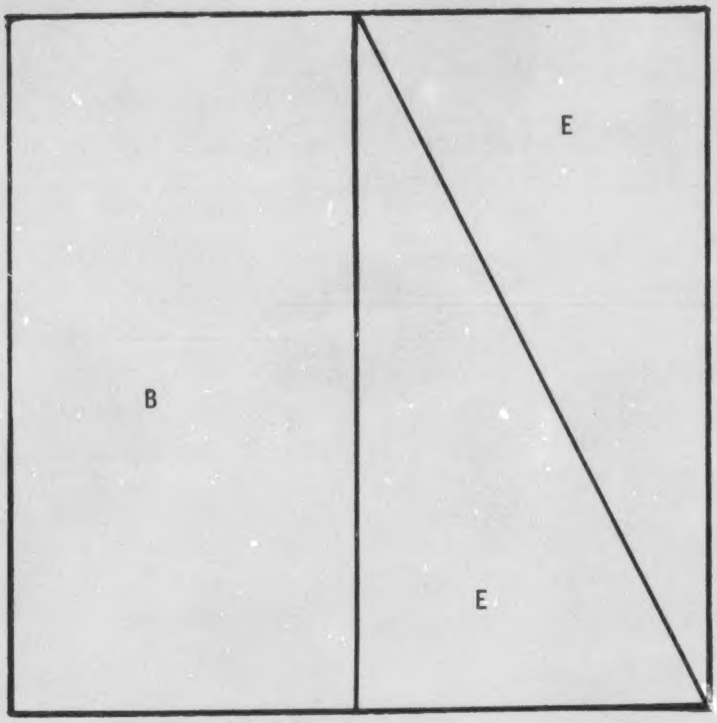
RULES OF THE GAME:

1. Members may NOT talk. S-h-h-h!
2. Members may NOT ask another member for a piece. Signals or other nonverbal indications that you need another's piece are NOT allowed. No asking, in any form!
3. Participants MAY GIVE their piece(s) to another member(s) who needs it to complete his square.

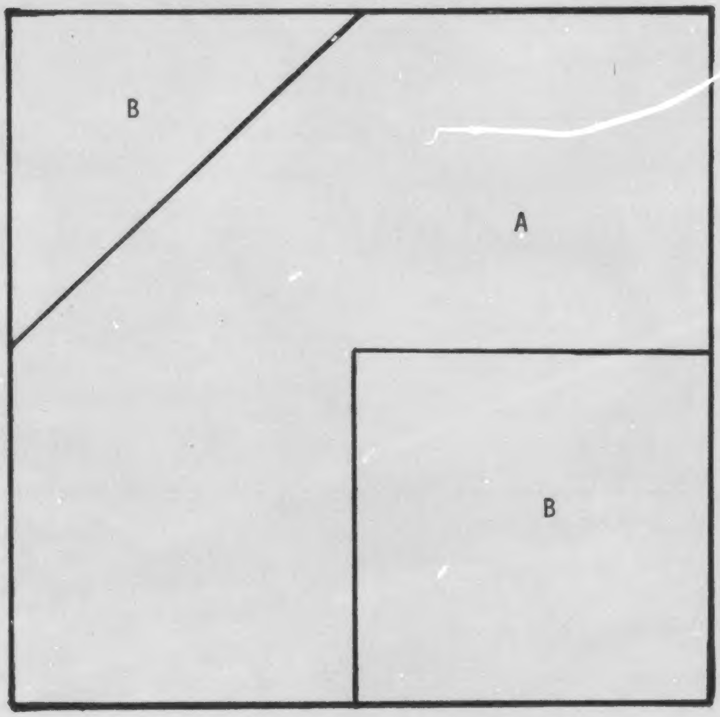
PLAYING THE GAME: Begin the game when the instructions are understood and when each member has the pieces with his letter before him. The game ends when each person has a complete square before him.



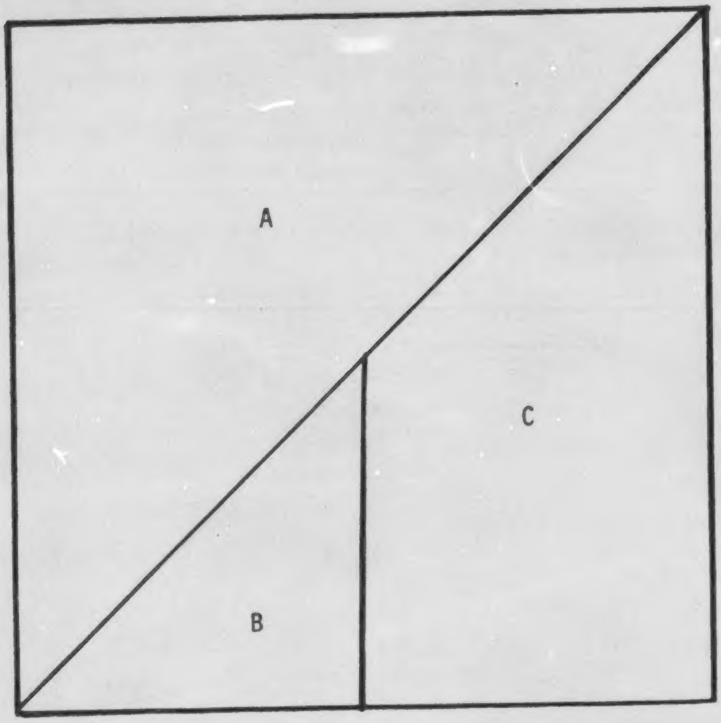
SQUARE 1



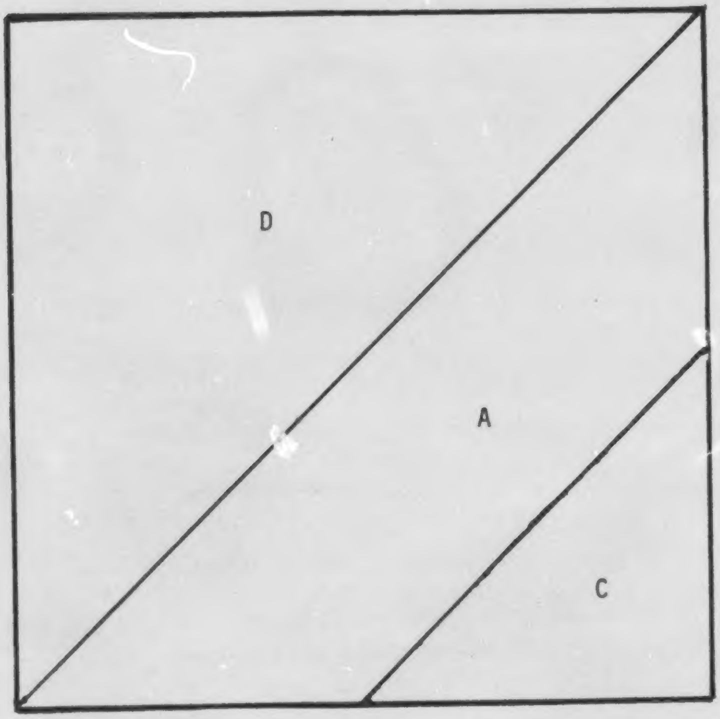
SQUARE 2



SQUARE 3



SQUARE 4



SQUARE 5

FROM PAIR TO SMALL GROUPS

PURPOSE: To show students the differences between the simpler pair interaction and that of a small group, and to show them how small group interaction may challenge them to think more clearly.

NOTES TO THE TEACHER: This activity is a transition from the dialogue stage to that of small group discussion. Students experience the sharing of ideas on debatable topics, first in pairs and then in small groups of six. Students will probably find that the group interaction allows them to clarify (and perhaps change) their positions because of dynamic interaction with the more varied opinions held within the group. The topics suggested on the worksheet can certainly be changed to ones more specific to your students and to your subject area.

PROCEDURE:

1. Have students complete Part I of the worksheet, "On a Scale of 1--5..." page 425.
2. Have students form pairs to discuss the statements. Discussion will probably be more effective if students are not paired with best friends. Allow no more than 10 minutes for this stage of the discussion.
3. Direct students to form groups of six by combining three pairs. Read the directions on Part II of the worksheet. Distribute a set of the Scale cards, page 426 to each student and allow 25 minutes for discussion. Students will not finish discussing all five statements, but this will not matter.
4. Have students discuss the following questions at the end of the activity:
   a. For how many of the statements did you come to a complete agreement (consensus)? Explain the position your group took for each one.
   b. Why was agreement more difficult in small groups than in pairs? (Variety of ideas, range of feelings, differences in experiences were greater. Richer backgrounds promote deeper thinking.)
   c. What happens to our opinions when they are tested against the differing views of others? (They may or may not change, but they become stronger and clearer. We get more evidence for our views and become more confident of our ideas.)
5. For a follow-up activity, have students choose one of the five statements and write a paragraph supporting their present position. Suggest that each student support his position by using reasons, examples, or other kinds of evidence he may have encountered in the group discussion.

ON A SCALE OF 1-5 . . .

PART I

Below are five statements with which you may agree or disagree more or less strongly. Read each statement, concentrating upon your personal attitude toward each. Rank your self on the assent-dissent scale at the bottom of the page. Then share with your partner, your position and your reasons for choosing it. Discuss the statements in order.

Compare any differences between your views and try to agree on one number to express your common view of each statement.

_____ I would like to remain in Oklahoma the rest of my life.

_____ There is no truth in astrology.

_____ Sloppiness in a friend is harder to put up with than tardiness.

_____ Regardless of financial background, anyone who has ambition can succeed in America.

_____ If the present method of giving letter grades were abolished, we would all learn more.

ASSENT-DISSENT SCALE

1 = Strong disagreement
2 = Mild disagreement
3 = Undecided
4 = Mild agreement
5 = Strong agreement

PART II

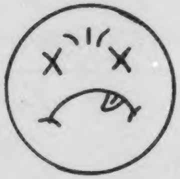
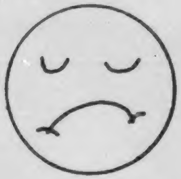
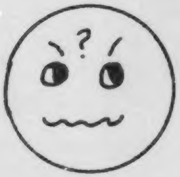
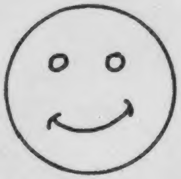
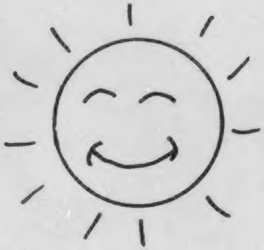
In groups of six, discuss the same statements once again, aiming to understand the positions of all six participants. Begin by agreeing upon a definition of any vague terms in the statement. For example, what does "remain" mean, what does "success" mean, and so on.

Each student will hold a set of cards 1-5. The first member will share his/her view on the first statement by laying down a card face up which best expresses his/her disagreement/agreement with the first statement.

Each speaker in turn does the same until all six participants have laid down a card. If, however, participants change their mind at any time during the discussion, they take up their "position" card and do not reveal their new positions until it is their turn to speak again and lay down a new card. Each statement will go through three "rounds" of discussion.

Refrain from agreeing or disagreeing with others' views until it is your turn to state your position. Keep each member's turn fairly short.

Remember to change cards if your position has been modified by previous discussion.

POSITION CARDS: Facing the Group	STRONG DISAGREEMENT  1	MILD DISAGREEMENT  2
UNDECIDED  3	MILD AGREEMENT  4	STRONG AGREEMENT  5

ADVANTAGES OF SMALL GROUPS

PURPOSE: To help students understand why groups are sometimes more advantageous for problem-solving.

NOTES TO THE TEACHER: In this activity students will be working in small groups and individually to solve a creative problem. Problems are task-oriented for both activities. A suggested task is given, but you could use any problem you want students to solve as the suggested activity.

PROCEDURE:

1. Direct students to imagine that they have been hired to care for two small children, about eight and twelve years of age, in an enclosed space. This is a difficult job since all they have been given to keep the children occupied are a few pieces of equipment. Their task is to create as many activities as possible using only the following materials:

   3 paper clips
   2 pencils
   1 10-foot length of rope
   2 paper cups
   1 paper bag
   1 wrapped stick of gum

   Have students spend about 5 minutes developing as many ideas as they can individually. Tell them that they are going to imagine that they will get paid $2.00 for every activity they can devise.

2. Now divide students up into groups of 3 to 5 for a ten-minute session. Students may pool ideas and discuss with each other to think up more ideas. One group member will need to serve as secretary to record all of their combined ideas. This is brainstorming. Caution students not to disregard or inhibit statements made by members, no matter how ridiculous they may seem at first since such ideas may generate more practical ones.

3. Have students share their ideas with the whole class and tally up their bill. Ask students which method would gain them more money. Then have groups spend about 3 minutes discussing the following question:

   If you had only five minutes to do another creative problem like the one you just did, would you do better if you spent your time working individually or as a group? Be prepared to explain your position.

4. Have groups share their responses. Point out that there are at least two views on group work. The first view is expressed by those who feel that certain tasks can be more effectively completed by individuals. They believe that a group exerts pressure for conformity and stifles creativity and individual initiative. A second view is held by those who think that group work often takes a fresh look at a familiar problem and that it stimulates people to think more creatively than each could alone.

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5. Stress that both views are appropriate, depending upon the task to be accomplished and the process of the group. Ask students the following questions:

   a. When is group discussion inappropriate? (When a task or problem is personal, when it affects only one or two people)

   b. When is a group discussion more beneficial? (When there is a time limit, when the solution affects large numbers of people)

   c. Why does the President have a Cabinet? Why do many cities have a city council, rather than one person to do the job? Why does a jury consist of twelve members?

6. As a follow-up, you might have students make a chart, listing the advantages and disadvantages of group work. Obviously, there are problems associated with group work and students will have discovered these problems from past experiences working in groups.

ROLES FOR GROUP BEHAVIOR

PURPOSE: To show students that the behavior of each group member in a small group contributes constructively or destructively to the group's accomplishment.

NOTES TO THE TEACHER: You will need to prepare for this activity by cutting worksheets on pages 430-1 on the dotted lines. If you are going to have all students play at roles, you will need to make enough copies for all students to have a role.

PROCEDURE:

1. Write on the board the following quotation:

   A chain is no stronger than its weakest link.

   Ask students to discuss the meaning of this quote as it applies to group work. Since most students have had unsuccessful group experiences they should be aware that even one negative influence can defeat a group.

2. Divide students into groups and assign roles randomly, or choose one set of five students to role-play five of the cards. You can choose to have students role play all negative characters, all positive characters, or a combination of the two. If you have chosen one group to demonstrate the various roles, let them set up in the front or center of the class. (NOTE: You need not use all role cards. However, you can have one large group of 10 students perform all ten functions.)

3. Some behaviors are difficult to perform --usually positive ones. You may choose to distribute those roles carefully. It is also sometimes helpful to assign roles which are drastically different from real student personalities.

4. Assign a task and have each student perform his assigned role. Some suggested topics follow, but you can choose any task which suits your class.

   --If this group had seven wishes, what would they be?
   --This group has been allotted $5000 for school improvement. How will you spend it -- exactly?
   --If this group could plan the prom -- money no object -- what kind of prom would we have?

5. After ten minutes, stop the discussion and see if students can determine what roles other students were playing. If the class observed a model group, allow them to participate in this discussion. Ask students to answer these questions:

   a. What effect did each individual's behavior have on the group or on individuals within the group?

   b. What behaviors seemed most helpful and least helpful to the group's common purpose?

   c. What conclusions can you draw about the responsibility of each individual within a group?

POSITIVE ROLES

FREDDIE/FREIDA FACILITATOR

You like to keep the discussion going. You ask questions, bring up new problems, and suggest new activities. Look directly at whoever is speaking. Sit on the edge of your chair and lean forward. You try to bring those who are silent into the discussion.

Things to say: "I'd like to hear what you have to say." (To a silent group member.)
"Would you please repeat that idea?"
"Let's move on and come back to that later, ok?"
"Can you explain that idea? It sounds like it would help us solve our problem."

SAMUEL/SANDRA SYNTHESIZER

You are especially good at bringing ideas together and suggesting a course of action for the group. You zero in on problems and propose solutions. Listen to everyone attentively. You remember who said what and how that fits with someone else's idea.

Things to say: "John's idea about...would work with Mary's idea about..."
"There seems to be a connection between these two plans."
"Why don't we all..."

IRVING/IRMA INFORMATION-SEEKER

Facts are your byword. You hesitate to make any final decisions without full information. Keep track of research that's needed and remind others when more information is needed. Repeatedly call attention to the need for information before the group makes final decisions.

Things to say: "How can we prove that?"
"I'd like to see us get a few more examples before we make a final decision."
"Are there any statistics we can use to back that up?"

ORVILLE/ONA ORGANIZER

You keep everything in order. Take notes during discussion. When jobs are assigned, make suggestions for specific duties, deadlines, and so on. Take the lead in assuming responsibility and getting others to do the same. You always have necessary materials ready.

Things to say: "I'll type the survey. What do you want to do, John?"
"According to our last meeting, we need to..."
"Does anyone need some paper?"

CLARENCE/CLARA CRITIC

You know that a critic can be helpful. When the group gets off track, you mention politely the job to be done. When an idea is proposed which seems impracticable, you point out faults. You are very careful about how you criticize, but you never let the group wander too long down the wrong path.

Things to say: "That's an interesting idea, but we're supposed to.
"That sounds like fun, John, but..."
"Since we've only got ten minutes, maybe we should..."

NEGATIVE ROLES

JOHNNY/JULIA JESTER

You are the group clown. You take every opportunity to make a joke. You tease other members, make faces, and generally refuse to take the assignment seriously. You are more interested in getting a laugh than in getting the job done. Drop things. Make silly sounds.

Things to say: "Did you hear the one..." (interrupt with a joke)
"Glug, glug..." (make silly sounds)
"Now, students..." (mimic the teacher or other students)

ARCHIE/ANNETTE AGREER

You interrupt people before they have finished talking because you already know what they are going to say. You try to agree with all points of view and make sure no one gets upset because the group disapproves of their idea. By trying to please everyone, you avoid making any decisions. Smile and nod your head a lot.

Things to say: "That's a wonderful idea." (To every idea)
"Yes, I know what you mean." (Always)

OLIVER/OLIVIA OPPOSER

You are against everything. You object to all ideas, usually for no reason. You can fold your arms, roll your eyes when others speak, shake your head negatively, and generally discourage every idea mentioned.

Things to say: "That's a stupid idea."
"We can't do that."
"That idea will never work."

DANIEL/DOLORES DAYDREAMER

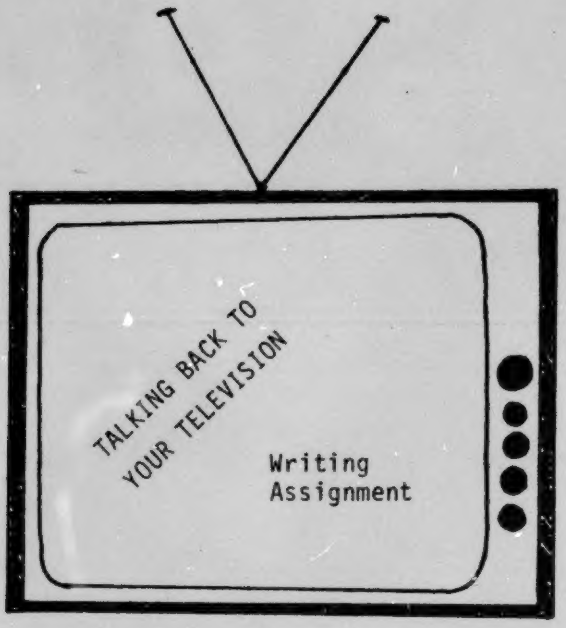
You never say anything much, unless directly confronted, and then you never know what the group has been discussing. Look off into space and smile dreamily. Hold your head in your hands. Escape to a fantasy world.

Things to say: "Oh! Were you talking to me?"
"I'm sorry. I didn't get what you said."

TEDDY/TRISHA TALKER

You love to hear the sound of your own voice. Speak at every opportunity. Ramble on and on, repeating yourself and taking hundreds of words to make your point when ten would do. Tap on the desk to emphasize your point. Point your finger. Speak loudly.

Things to say: "Wait a minute! I know how we can do it."
"This is a better idea."
"And then and then and then..." (Always an "and then")


TALKING BACK TO YOUR TELEVISION
Writing Assignment

This week, watch television. Pick a program about which you have strong feelings, positive or negative.

Be prepared to write a letter of comment -- critical or complimentary.

Your letter should follow correct business forms.

Addresses of the networks appear below.

Take note of exact name of show, episode title, show date, specific names of characters or speakers -- in short, everything that will help you write a letter that is specific and accurate.

ABC-TV, 1330 Avenue of the Americas, New York, NY 10019

CBS-TV, 51 West 52nd Street, New York, NY 10020

NBC-TV, 30 Rockefeller Plaza, New York, NY 10020

PBS-TV, 475 L'Enfant Plaza, SW, Washington, DC 20024

ADDITIONAL ADDRESSES WHICH MAY BE USEFUL:

Action for Children's Television, Inc., 46 Austin Street, Newtonville, MA 02160; citizen action group to improve children's programming and advertising.

CBS Television Reading Program, CBS Entertainment Division, address above; scripts and teacher's guides to selected CBS TV programs.

Federal Communications Commission, Public Information Office, 1919 M Street, NW, Washington, DC 20554.

National Association for Better Broadcasting, P. O. Box 43640, Los Angeles, CA 90043; publishes quarterly newsletter.

National Citizens Committee for Broadcasting, 1028 Connecticut Ave., NW, Washington, DC 20036.

National Correspondence Group, P.O. Box 1039, Palo Alto, CA 94302; publishes "Target List" of sponsors of TV programs with high violence.

National PTA TV Action Center, 700 North Rush Street, Chicago, IL 60611; citizen action, monitoring of TV programs.

Prime Time School Television, 120 South LaSalle, Room 810, Chicago, IL 60603; teacher guides to prime time TV shows, published monthly.

Teachers' Guides to Television, Teachers' Guides Company, 699 Madison Ave., New York, NY 10021; teacher guides to selected NBC TV shows.

ALL-PURPOSE REVIEW
Film, Filmstrip, or Television Show

Title of film, filmstrip, or TV show ________________________

Subject of film, filmstrip, or TV show ________________________

____

1. Summarize in five sentences (minimum) the content of the film, filmstrip, or television show. This may be a plot summary or a summary of information provided in the audiovisual.

2. List two things you learned from looking at this material:

a. ________________________

b. ________________________

3. What would you have done to improve this material?

4. Would you recommend this film, filmstrip, or television show to someone else? Explain.

LEADERSHIP FUNCTIONS IN SMALL GROUPS

PURPOSE: To help students understand the function of a leader in small group discussion or projects.

NOTES TO THE TEACHER: Certain functions in the group process are performed by the chairman --whether the group be the President's Cabinet or a prom committee. Not all group functions need be carried out by the designated leader since he/she can delegate responsibility. The purpose of this activity is to show students how leadership roles may be assumed within a group. A task is suggested, but you could use this process with any task activity. Each group will need some object to pass around as a symbol of leadership --ruler, scissors, paper cup, etc.) Hopefully, this activity will demonstrate to students, even those who seldom lead, that anyone can participate as a leader or assume a leader function.

PROCEDURE:

1. Write the word leadership on the board and ask students what it means (guidance, initiative, responsibility, etc.) Tell them that the next activity will allow each to practice being a leader.
2. Distribute the worksheet, "Leadership Functions in Small Groups," page 435-6. Go over the functions listed on the chart.
3. Divide students into small groups and inform them that they will participate in a discussion in which the task is to determine six good questions to ask the President -- or some other specified person. Read students the following guidelines:
   a. Leadership will begin with one member of the group and that member will receive the symbol of leadership (whatever you have selected). This person starts the discussion and uses at least one of the leadership functions during the two-minute period. Of course, any student may use more than one function.
   b. After two minutes, discussion will stop in all groups. Each student will then pause and fill in his chart following the directions on the worksheet.
   c. After each student has finished filling in the chart, the leader will pass the symbol of leadership on to another member. The discussion will continue for another two-minute period with a new group leader.
   d. Continue the process until all students have had a chance to function as leader.
4. Now begin Discussion #2. Tell students that they will function in the same groups, but that there will be no one designated as a leader. Their task is now to write the answers for the questions they developed in Discussion #1. After ten minutes, stop all discussion and allow students to evaluate themselves by using the chart.
5. Have students work individually to answer the questions in Part II. Discuss answers if you wish.

LEADERSHIP FUNCTIONS IN SMALL GROUPS

PART I

In most group discussions or activities, a designated leader or chairman is responsible for administrative details -- meeting place, scheduling, directing discussion, providing a comfortable environment, and so on. There are other important leadership functions, though, that group members may carry out during the discussion. Some of those "leadership" functions are listed on the chart below.

A. Discussion #1: During each pause in the discussion fill in the leadership chart:

1. The individual who served as designated leader will use the "Me" column to check (✓) each function he fulfilled in the two minutes.
2. Members who were not serving as leaders will use the "Others" column to write in the name of the leader by each function he/she fulfilled. Thus, in the "Others" column you will probably have more than one name by each function.

B. Discussion #2: Using the "Me" column, check (✓) the leadership functions you fulfilled when the group was without a designated leader.

Leadership Functions	Discussion #1		Discussion #2	
	ME	OTHERS		OTHERS
Guide the direction of discussion. Organize procedure. Explain the problem, define terms, and help the group to avoid wasting time on unrelated topics. Ask for ideas, solutions, questions, and information.				
Keep channels of communication open. Discourage anyone who wants to dominate discussion and encourage those who are too silent. Make sure everyone gets to express views.				
Maintain a healthy group atmosphere. Discourage expressions of hostility and anger. Encourage contrasting views and help the group to focus on issues, not personalities.				
Clarify ideas. Restate and record important ideas. Explain difficult ideas. Ask questions. Ask for more information.				
Summarize information. Relate ideas to the purpose of the discussion. Restate main points.				
Seek agreement. Help the group arrive at decisions. Take votes if necessary.				

PART II

Use your experiences from Discussion #1 and Discussion #2 to answer the following questions.

1. How did you feel when you held the leadership role in the first discussion? Explain.

2. Do you feel that a leader or leaders emerged naturally during the second discussion? Why/why not?

3. Do you see any advantages to having a designated leader in a group discussion or assignment? Explain.

4. Do you see any advantages in allowing a group to function without a designated leader? Explain.

MEMBERSHIP FUNCTIONS IN SMALL GROUPS

PURPOSE: To help students recognize and perform supportive membership functions in small groups, and to show how these functions complement leadership functions.

NOTES TO THE TEACHER: Even the most skilled leader gets nowhere if he has no support. Supportive members uphold and reinforce a leader's efforts. An involved participant assumes a kind of leadership himself. Since the previous lesson focused on leadership functions exclusively, this activity will focus on membership functions exclusively.

PROCEDURE:

1. Write on the board the term group support. Point out that we have all experienced situations when there were too many people giving orders or trying to lead, leading to nothing but confusion. "Too many cooks spoil the broth" and "All chiefs and no Indians" are folk sayings that have developed because this is a recognized problem. Ask students for synonyms for support. (uphold, reinforce, back, sustain, help, aid, etc.)

2. Inform students that they are going to participate in an activity which will demonstrate ways that a member may support a group and its leader.

3. Divide students into groups of five and distribute copies of the worksheet, "Membership Functions in Small Groups," page 439. Allow students a few minutes to look over the list of functions. Tell students that they will rate themselves using the checklist after they have completed their small-group task.

4. Assign a specific task to all groups. You may select any which suit your students. For example, you might ask students to design a new youth center. Tell them they are the planning committee and have to develop ideas for spending $225,000 for the project. They should consider the following items in their plan:

   --renovate an older building or build a new one?
   --kinds of recreational activities to include?
   --basic floor plan or arrangement of the center?
   --equipment needed? sports? furniture?
   --rules for use? who? and when?
   --directors, counselors, coaches?
   --restrictions they will or will not place on the center?
   --in short, everything!

5. Allow almost a full class period for planning. Toward the end of the period, tell students to stop and rate themselves on the worksheet. Then ask each group to select a leader who will represent the group in Discussion #2. This person, together with other representatives, will form a new group to represent the final controlling committee.

6. A second class period will be needed for Discussion #2. Have these selected leaders form a new group and move to some class location where the rest of the class can observe their performance. Ask this new group to reach a final decision on the new youth center. Their task is to reach this decision. The rest of the students will observe their representative and rate his performance -- not on whether or not he is successful in getting their plan approved -- but on whether or not he performs the membership functions listed on the worksheet.

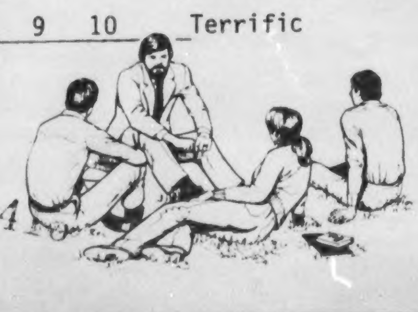
MEMBERSHIP FUNCTIONS IN SMALL GROUPS

Below are behaviors that help a group successfully complete its purpose and achieve its goals. After your small-group task is completed, rate yourself in the left column below by putting a check (✓) after each behavior you have performed. Make a check for each time you performed the activity. Use the second column for Discussion #2 which will follow.

SUPPORTIVE MEMBERSHIP BEHAVIORS	Discussion #1 *Times I Performed This Behavior*	Discussion #2 *Times our Representative Performed*
Know the goal of the small group. If possible come prepared with helpful notes or information. Ask questions at the start if the purpose is not clear to you.		
Be a thoughtful listener. Keep an open mind. Ask for evidence when someone states an unsupported opinion. Pay attention.		
Speak your mind and respond honestly. Share your ideas and feelings. Disagree in a friendly way.		
Give others a chance to talk. Make your point briefly and then let others speak on this point before you speak again.		
Stay on the track and keep moving. Avoid repeating what has been said or telling pointless personal stories.		
Try to make the discussion relaxed. Keep your sense of humor. A smile can get rid of tension or boredom.		
Listen actively and attentively. Do what helps you to pay close attention. Take notes or write down questions. Put distractions out of sight.		
Respect each person's needs for liking belonging, and controlling. Refer to others by name. Assist the leader in pointing out the need to hear from everyone. Avoid talking to only one or two members. Look at everyone when you speak.		

RATING MYSELF AS A PARTICIPANT: On a scale of 1-10, I performed as X.

Bad News____1 2 3 4 5 6 7 8 9 10____Terrific



DISCUSSION ON FORMATS

PURPOSE: To acquaint students with the various formats used by groups or individuals for discussion.

NOTES TO THE TEACHER: You may find it useful to videotape some of the news programs which use the different formats mentioned on the worksheet. While you need not show a program in its entirety, a sample may help students understand the formats more easily.

PROCEDURE:

1. Duplicate and distribute copies of the worksheet, "Discussion Formats," page 441.

2. Go over the different types with students. Divide students into groups of approximately five each. Tell each group that they are to develop at least three topics which could be discussed using each format. You may require only one topic, but require that it be specific to your subject of study.

3. Once groups have developed their final topics and reached agreement on the format suitable to each type, give each group eight index cards. Have them enter the format and suggested topics. In some cases, they may also need to specify roles to be played in the discussion.

4. Use the cards as a resource for practicing discussion. Divide students up into appropriate groups for each format. Thus, you will have eight groups (one which is really a pair) and dozens of topics for them to select from. Give the index cards to the appropriate group and have them select a topic for discussion. These discussions will be presented for the class as models.

5. Have students perform their chosen topic discussions as a demonstration of the different formats.

6. If you have selected topics which relate to your subject area, some discussion groups can actually serve as a kind of review.

DISCUSSION FORMATS

Buzz Sessions: Usually a large group divides into smaller groups to "brainstorm" on a question for a limited amount of time and to report to the large group. The format is highly informal.

Cooperative Investigation: Each member researches information on some part or facet of the group topic and reports to the group.

Panel: A small group of people informally interact for the benefit of a listening audience. Often a specific topic of discussion will be assigned.

Public Forum: A large group of people assemble to express their views on a topic of community importance. People who attend expect to be involved actively, standing up for certain interests, giving speeches, asking questions.

Round-Table or Conference: Participants discuss informally to reach a decision or simply to share information. No audience is present. The round-table is the most commonly used format for small group discussion in the classroom.

Meeting of Minds: This is usually a role-playing activity, where each participant "assumes" the personality and opinions of a historical personality. A variation is for participants to "assume" the role of a well-known contemporary leader. Each member is usually introduced by a moderator who also directs discussion. Even if characters come from different historical backgrounds and time periods, it is assumed that they know of each other's accomplishments and of what has happened since then. Sometimes a topic will be assigned.

Point-Counter Point: This format is usally used for a dialogue between two participants who hold opposite views. Each is allowed a one to two-minute statement of position on a particular topic. Then, discussion of the topic will begin, with each person alternating. Strict time limits may be assigned to keep one member from monopolizing the discussion.

Debate: There are formal and informal debates. In a formal debate a resolution is usally given out in advance and teams have time to prepare their position for or against the resolution. Very formal rules govern speaking order, time, method of presenting evidence, and so on. (See a speech teacher for more information.) An informal debate, like those used in debates among political candidates, usually includes a list of questions which will be asked of each candidate. Each then has a limited time to respond to each. A rotating order may be used. Sometimes each candidate will also make a short opening statement of general position.

EXPERIMENTING WITH GROUP SIZE

PURPOSE: To show students that the number of members in a group affects the effectiveness of the group and the function of both members and leaders.

NOTES TO THE TEACHER: The exact number of puzzles you will need to prepare depends upon the number of students you have in your class. Compute for yourself how many groups of three, six, twelve, etc. you will need to prepare for. Various puzzles are needed so students don't work the same one at different levels of the activity.

PROCEDURE:

1. Prepare necessary number of puzzles. You can prepare these by gluing a large (at least 8" x 12") picture to cardboard or posterboard. Spray adhesive works very well. You may wish to laminate puzzles or cover with contact paper to re-use. Select a picture which is very detailed so that students will have some difficulty assembling it. Once the puzzles are assembled, rule the back in a grid about 2" x 2", but exact rules are not necessary. Just try to keep sizes roughly rectangular. To compute the number of puzzles you need:

   ______largest class divided by 3
   ______largest class divided by 6
   ______largest class divided by 12
   ______one puzzle for whole class
   ______*TOTAL*

   Total all these numbers, rounding up if there is any fraction since you will still need a puzzle for even the small groups.

   Store puzzles in envelopes.

2. Divide students into groups of three and distribute one puzzle to each group. Ask group members to distribute puzzle pieces among themselves within each group and then to complete the picture. Allow no more than 8 minutes for students to complete the puzzle. Call time and ask students to return all puzzle pieces to the envelopes. Collect them.

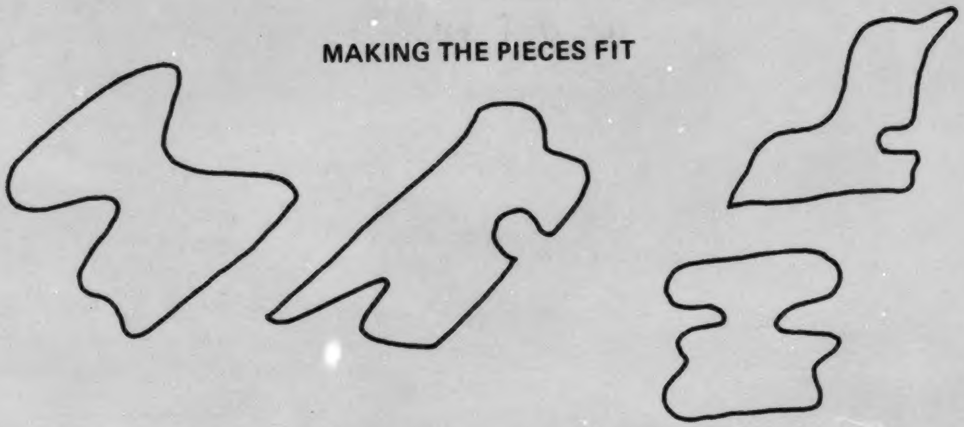
3. Ask students to form groups of six by combining two groups of three. Again distribute one puzzle to each group. Follow the same procedure as in #2.

4. Ask students to form groups of twelve by combining two groups of six. Again follow the procedure in #2.

5. Finally have the entire class work as one group, with one puzzle to be worked. Give each student one or more pieces of the puzzle.

6. Distribute handout titled "Making the Pieces Fit," page 443. Have students respond individually to the questions. Discuss afterwards, by sharing responses. Encourage students to think about how the puzzle could symbolize any group activity. Ask them to consider the advantages and disadvantages of any particular size group. (Groups of 5 to 8 are generally considered best.)

MAKING THE PIECES FIT



1. In what size group did you feel most at ease? Why?

2. What size group did you find most efficient? Why?

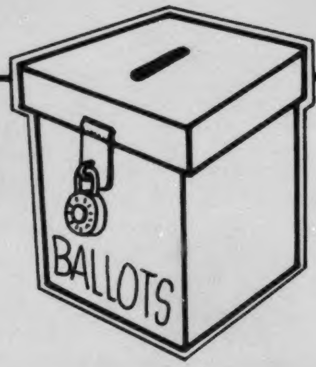
3. At what size did you feel increased stress in accomplishing the task? What caused this stress?

4. How could this puzzle-solving activity symbolize each individual's challenge within the small-group situation? For example, what might your given puzzle pieces symbolize? What might the finished picture symbolize?

5. From your experience, what number of members would you recommend for relaxed and effective group participation?

6. What did you learn about yourself during this experiment?

Responding To Choices



RESPONDING TO CHOICES THROUGH DECISION-MAKING

. . . to develop leadership and citizenship through examination and practice of decision-making procedures . . .

Of course, everyone makes decisions everyday -- what shoes to wear, whether to have a candy bar or a bag of potato chips, what television show to watch, and so on. Yet many people seldom examine how they make decisions or why they really choose one alternative over another. There are more than a half dozen "formulas" for decision-making and each will be examined in activities. Even so, all decision making basically involves choosing between alternatives by weighing the effects or consequences of each alternative. Once an alternative is chosen, it may be tested.

Effective decision making requires accurate knowledge. An uninformed decision is seldom satisfactory because it cannot realistically evaluate all the consequences of an alternative. Thus, activities within this unit will also cover distinguishing between fact and opinion, recognizing techniques of propaganda, conducting and evaluating surveys, and examining and using statistics, charts, and graphs. The ability to collect and interpret information is essential to informed decision making.

Citizens and leaders make decisions which are often far-reaching, which may affect the nation and world as a whole. Consequently, activities are included which require research, decision making by individuals and by groups, and implementation of the decision. Although the process of examining alternatives may be the same for individuals and groups, the process of decision making is not. Thus activities have been provided which demonstrate consensus, authority, and majority processes. Since the individual may not be satisfied with a group decision, he must learn the legal methods by which group decisions can be changed or influenced -- petition and lobbying, among others.

Because the real effectiveness of our students' ability to make decisions will be in the future, many activities are futuristic. Thus, some problems assigned may deal with computer science, alternative energy sources, nuclear holocaust, and so on. Such activities in futurism separate students from mere re-statement of current solutions to problems and allow imaginative responses which are also logical.

RESPONDING TO CHOICES THROUGH DECISION-MAKING

. . . to respond to choices, alternatives and
decisions as a citizen . . .

1. Discuss with students the definitions of:
    - A. Choice - act of choosing or selecting
    - B. Alternatives - an opportunity to select from among several possibilities
    - C. Decisions - the act of reaching a conclusion or making up one's mind, a choice from two or more alternatives
    - D. Judgment - "good sense" or capacity to make reasonable decisions
    - E. Consequences - outcome or result of a decision
2. Students may discuss who makes decisions
    - A. Adults (parents, teachers . . .)
    - B. Students (of all ages).
    - * Students should realize everyone has decisions to make -- trivial or routine matters (whether to brush your teeth or not) or very important matters to decide -- from the President of the United States to themselves (students). The decisions students make may not be vital or important to other people - but they still make decisions.
3. Students may be made aware when they make a decision -- certain steps are followed, even though they are not aware of it. (Adapt an appropriate example for the age level of students.)
    - A. What are the choices or alternatives (e.g. to get up or to stay in bed)
    - B. Think about advantages or disadvantages of the alternatives (e.g. won't be late; have time to eat; may be advantages/make someone angry; be late to school/ may be some disadvantages)
    - C. Decision is made (e.g. stay in bed)
    - D. Evaluate the consequences of decision (e.g. had to rush too much, forgot my books . . .)
    - E. Re-evaluate decision (e.g. next time, don't stay in bed as long. . .).

4. Students may be made aware of the methods of the decision-making and problem-solving processes (use with appropriate age level):

   A. The five basic steps of problem solving may be used for younger students

      1) What is or decide the problem

      2) Ask yourself, do you really want to or care about solving the problem

      3) Think of different ways or things you can do to solve the problem

      4) Choose one thing to do and do it

      5) After doing it, think to see if your decision really helped or were the desired consequences gained.

   B. General Method

      1) Define the problem

      2) List alternative solutions

      3) List benefits/costs of each

      4) List possible negative and positive results of each alternative

      5) Decide upon a course of action

      6) After decision is enacted, determine its true effect

      7) Re-evaluate the situation

      8) Learn to live with decisions.

   C. St. Ignatius Method

      1) Determine choices

      2) List in priority, the advantages or disadvantages of each choice

      3) Give each advantage a positive numerical value and each disadvantage a negative numerical value

      4) Add up the values of each choice

      5) Make decisions based on total of numerical value.

   D. Personal Decisions

      1) Ask yourself: What is the worst possible result? Is it worth the risk?

      2) Remember: You must be responsible for your own decisions and their consequences

      3) No decision is in fact a decision -- it is the decision not to decide and thus maintain the status quo

4) Ask yourself: Am I functioning on a rational or emotional level?

5) How do the other people involved view the problem? How will they view my decision?

6) Who around me will lend support? Who will lead in hindering me? Why?

7) How will I use the support? How will I overcome the hinderance?

E. Researching

1) What do I need to know to make a decision?

2) How can I find out?

3) What will be valid research?

4) Study fallacious thinking and statements and avoid them in your own research.

F. Scientific Method

1) Observe

2) Develop a hypothesis

3) Test the hypothesis

4) Make a statement of the truth or knowledge gained

5) Retest on the basis of new information

G. Brainstorming Techniques

1) List on the blackboard as fast as possible as many alternative solutions as you can think of

2) Go back and develop priorities among the alternatives

3) Make a decision

5. Students may be made aware that decisions or choices are a fact of life -- whether alone, with another person or a member of a large group.

A. Students may discuss some choices or decisions one would have to make if living all alone on a desert island:

1) Students may discuss the story of "Robinson Crusoe" and the "decisions" or "choices" he might have made.

2) Would Crusoe need rules to govern his decisions when he was alone? Would he hurt anyone by the decisions he made?

3) Students may discuss a situation of being alone -- do they have courtesies and rules that govern their decisions?

4) Do all decisions made by one person just affect only that one person in today's world?

* In the discussions, teacher may bring out that Robinson Crusoe lived alone on an island for over twenty years (20) and he lived as he chose without caring whether his "decisions" hurt anyone else. Since students don't live on an isolated island -- the consequences of their decisions do affect other people.

B. Students may discuss how choices or decisions are arrived at if you are a member of a small group (e.g. three friends are going to a movie).

1) Students may discuss the decisions and choices Robinson Crusoe might make when "Friday" came into his life.

2) Would there be any changes in discussions and choices now when two people interact?

3) Would the need arise to have courtesies and rules when two people live in the same area?

4) Students might discuss courtesies and rules when in conversation with friends or in a small informal meeting with two or three people (e.g. be a good listener, do not interrupt speaker, keep discussions on topic. . .).

* In the discussion, it may be pointed out that when groups are small, rules may not be written down but conduct is understood by everyone in the group.

C. Students may discuss how choices or decisions are made if you are a member of a large group (e.g. an assembly meeting, student council . . .).

1) Students may be aware that the larger the group the more rules for governing:

a) Rules establish a standardized and accepted method of procedure in a group meeting
b) Rules provide justice, equality and courtesy in the meeting
c) Rules allow one item to be discussed at a time during the meeting
d) Rules allow the majority to rule and provide for the rights of the minority in the meeting.

2) Students may discuss the need for effective communication and courtesies within a group as there must be an interaction between speaker and listener.

   a) listening reduces tension
   b) listening leads to better work and cooperation from others
   c) listening helps make better decisions
   d) listening gives one time to think.

3) Students may discuss the responsibilities of a group leader.

   a) states the task clearly and simply without bias
   b) clarifies the task by restating the problem and defining the questioned area
   c) moderates the discussion through maintaining communication by listening to everyone and getting the group members to present more information and ideas
   d) summarizes by enlarging upon what has already been discussed
   e) takes a consensus by polling and questioning to see if there is agreement and understanding within the group.

4) Students may discuss the responsibilities of a group member.

   a) listens carefully
   b) understands the role of a member
   c) is tolerant and receptive to ideas of other group members
   d) is aware of the purpose of the group
   e) provides criticism that is constructive
   f) helps to keep the group moving toward the goals set.

5) Students may discuss the types of decision making by groups, large and small.

   a) Authoritarian - one person takes over and decides for group
   b) Pat on the Back - someone throws out an idea, opinion is voiced as being good, and others agree
   c) Topic Jumping - due to a great deal of interaction, group is sidetracked, decision is not made
   d) Minority - is a small part of group members sharing similar ideas

e) Majority - fifty percent plus one or more member(s) of the group

f) Near Concensus - when everyone has contributed to the decision and are more satisfied with it than any of the other alternatives

g) Consensus - all are in total agreement.

6. Students need to be made aware of the guidelines for judging personal or group decisions.

   A. Is the choice practical?
   --can the outcome be reached or action be taken

   B. How will the choice affect me?
   --will the decision give or take away anything you consider important

   C. How will the choice affect others?
   --responsible citizens think of others, too

   D. Is the decision fair?
   --good decisions are just.

RESPONDING TO CHOICES THROUGH DECISION-MAKING

. . . . to make students aware when a choice
is made, a decision is reached . . . .

1. Have students complete the worksheet "Choices," page 458 on decisions they make everyday.

2. Have students complete "Making Choices" page 459 .

3. Have students complete "What is an Alternative?" found on page 460 . Students should understand the obvious answer, e.g. "You do not sharpen your pencil."

4. Have students do "Who Decides?" This worksheet, page 461 , emphasizes everyone has decisions to make, but other people in authority make some decisions for us, too.

5. Have students write an advertisement about a product, real or make-believe. Discuss some choices they buy and try to find the real reason why they use the product. Was it through influence of advertisements or of friends?

6. Discuss with students and have them imagine they were moving westward in a covered wagon. Their family has to decide on the very bare essentials and each member of the family gets to decide on one small item to take along. Besides the tools and guns the family must take along enough food for a five month journey from Missouri to Oregon.

--- 600 lbs. of flour
--- 100 lbs. of sugar
--- 300 lbs. of smoked meat
--- 30 lbs. of coffee
--- 25 lbs. of salt
--- 180 lbs. of dried fruit
--- 30 lbs. of dried beans
--- 3 kegs of vinegar
--- 20 lbs. of cornmeal
--- miscellaneous spices, molasses, pepper and raisins

What would your one item be? Tell about it and why you chose it. Illustrate it by drawing in the trunk where you placed it for safe-keeping.

7. Have students set up the classroom in a court setting.

Procedure:

A. Class chooses a crime such as robbery . . .

B. Fourteen students are selected for the presiding judge. the bailiff and 12 for the jury. Two more should be elected as alternate jurors.

C. The remainder of the class is divided into two groups. Group I represents the owner of stolen goods . . . One person from this group becomes Prosecuting Attorney, another his/her client and the rest witnesses. Group II is the Defense Attorney, an accused person, and the rest are witnesses.

D. The two groups jointly set up a vague description of what happened. Keep the groups from making the crime too complicated.

E. The two groups discuss for approximately ten minutes why each person is a witness and what part they will play in the trial. This is the time strategies are formed for both sides.

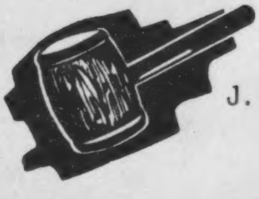
F. The trial starts with the lawyer of Group I calling each of his/her witnesses. Each takes the oath and is questioned by both lawyers. Three minutes are given to each witness they question.

> OATH: I solemnly swear to tell the truth,
> the whole truth, and nothing but
> the truth, so help me God.

G. Then Group II lawyer calls forth his/her witnesses using the same procedure.

H. At the end of the questioning, each lawyer gives a summation speech (limited two minutes).

I. The jury is sent out to deliberate. The jury must have a unanimous vote of guilty or not guilty. Alternate jurors do not deliberate with the 12 jury members.



J. When the verdict is given, sentence is passed by the Judge, if he is found guilty. If innocent, case dismissed.

K. If the accused was found guilty, question the class and jury as to how they reached the verdict. Did the accused's lawyer present a bad case? Did the prosecution make him look guilty? Did the accused have a poor story? Were some witnesses more persuasive than others?

If accused was found innocent, question the class and jury who they thought was guilty. Why did they feel it was this other person? Did the accused look and act nervous.

8. Have students make reports on famous lawyers and trials.

9. Invite community resource people in to speak to your class (lawyer, city attorney, baliff).

10. Tour the county or city courthouse and request permission to sit in on a trial and watch the courts in action.

CHOICES

1. What are three choices you make before you go to school?

a. ____

b. ____

c. ____

2. What are three choices you make during your school hours?

a. ____

b. ____

c. ____

3. What are three choices you make in the evening after school?

a. ____

b. ____

c. ____

MAKING CHOICES

PLACE AN X ON THE PROPER LINE TO RECORD YOUR CHOICE

MY FAVORITE COLOR IS:

red	blue	green	purple
______	______	______	______

My FAVORITE ANIMAL IS:

mouse	cat	dog	horse
______	______	______	______

My FAVORITE VEGETABLE IS:

corn	peas	potatoes	beans
______	______	______	______

My FAVORITE WEATHER IS:

sunny	rainy	snowy	foggy
______	______	______	______

What is an Alternative?

An alternative is a "different choice"--an option.

Decide what the alternative might be in each of the following situations:

1. You can sharpen your pencil.

   (Alternative) ______________________________

2. You can wash your hair.

   (Alternative) ______________________________

3. You can telephone your best friend.

   (Alternative) ______________________________

4. You can wear your red dress/shirt.

   (Alternative) ______________________________

5. You can give your dog a bath?

   (Alternative) ______________________________

6. You can make funny faces in the mirror.

   (Alternative) ______________________________

WHO DECIDES?

Students of any age make some decisions. Other decisions are "adult-decisions". Some decisions may be made by the environment.

Put a ✓ before each decision you make.

_____ 1. Do you decide when to get up in the morning?

_____ 2. Do you decide what time school starts?

_____ 3. Do you decide what clothes to wear?

_____ 4. Do you decide what TV programs you will watch?

_____ 5. Do you decide whether or not to go to school?

_____ 6. Do you decide where your family goes on vacation?

_____ 7. Do you decide whether or not you do your homework?

_____ 8. Do you decide what games to play?

_____ 9. Do you decide when recess time is at school?

_____ 10. Do you decide which days will be rainy?

INFLUENCES

1. Students may collect advertisements from magazines and papers for toothpaste and other products.

   Discussion:
   - a. Why do we have advertisements?
   - b. To whom are the advertisements addressed (children, young people, adults)?
   - c. Decisions to buy are powerful. They can determine the success or failure of a product.

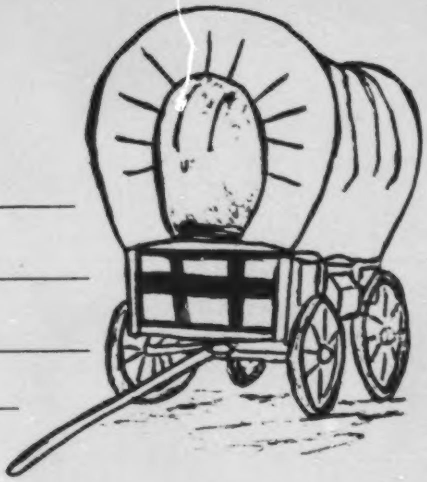
2. Two or more students may each present the claims of a brand of toothpaste based on the advertisements. Each can try to persuade the class to buy "his" brand.

3. It can be noted that the success of all advertisements and most products are a result of their power of persuasion (even a product which you now buy regularly had to be purchased by you the first time).

4. Write some persuasive advertisements for real or "made-up" products.

5. Students may look for ways they are influenced by laws, rules, or information (advertisements) on their way to school.

TOOTHPASTE



If I were a pioneer traveling to Oregon,
the ONE small treasure I would choose
to take with me is my ______________________
(what) and

____
(why)

____

____

____

____

____

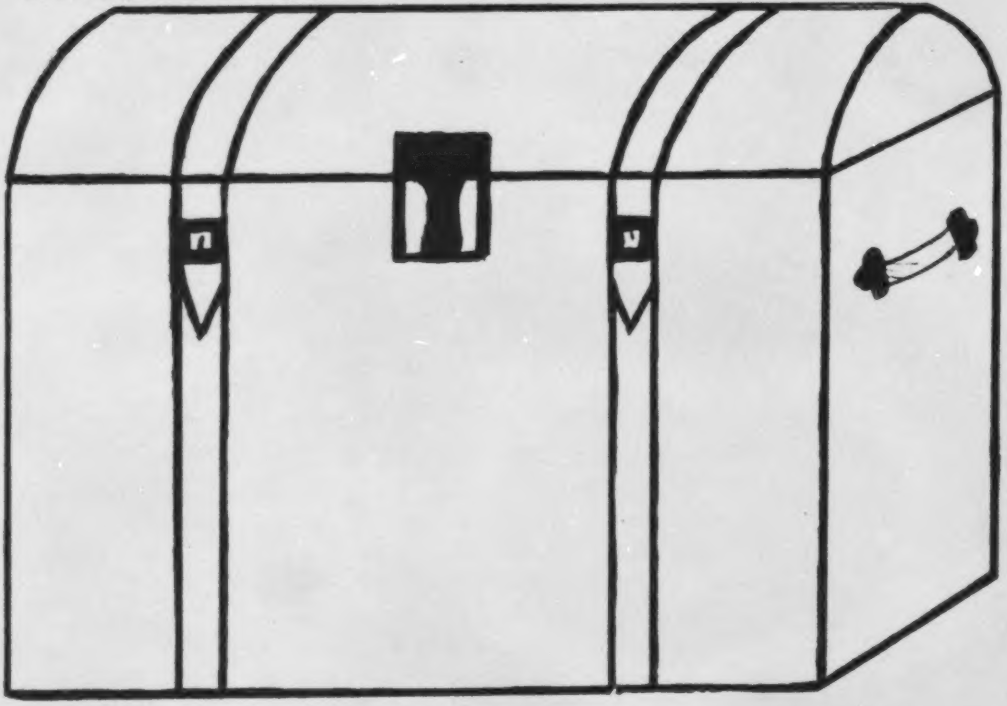
____

____

____

____

Draw a picture of your treasure in the chest or trunk.



RESPONDING TO DECISIONS

I. Introducing the Unit: Throughout this guide, activities have been suggested which require students to make decisions, but the previous emphasis has been on cooperation, group dynamics, and/or research. This unit deals specifically with the decision-making process for individuals and for groups. It is suggested that you actually discuss some of the methods for reaching a decision before assigning the activities.

1. Duplicate the "Decision Form," page 466. Ask students to write in seven decisions they have made this week. Then ask them to list two alternatives they chose between when making that decision. Many will not even know that they really did consider alternatives before deciding.

2. Use the "Decision Form," page 466. Write in two alternatives for the various decisions to be made and let the students decide. You might actually use it as an assignment sheet. On the first graph, you could write in "Read the story on page 10" and "Read the poem on page 21." Students could then decide which of the two alternatives they preferred.

3. Duplicate the worksheet, "Problem-Solving and Decision-Making Processes," page 473. Go over the different methods with students. They should see that each method is certainly very similar to the others. You could ask students to list these similarities. Alternatively, you could give each method to a small group and assign all of them to come up with a solution to the problem, using their assigned method. A suggested problem is given on page 475 which can be used as a transparency.

4. Duplicate the Decision Tree on page 476. Be sure you have enough copies for four groups. Divide the class into four groups. Cut the four "People with Problems" slips apart and give one to each group. Have the students fill in a decision tree for their person. Alternatively, you may wish to let students choose from all four slips by duplicating the page and then have each student fill in a decision tree for the person he selects.

5. The worksheet titled "Solve the Crime" is ruled so that it can be cut apart. Cut on dotted lines and give each student at least one clue. (Some may have more than one since all clues must be given out.) With no further information read the directions on the last slip. If the group comes to you with a solution, tell them that it is incorrect if any part of the answer is incorrect. Do not explain which parts of their solution are right or wrong.

   SOLUTION: After receiving a superficial gunshot wound from Mr. Thomas, Mr. Harris went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Harris's wife.

   Alternatively, with younger students you may wish to give each student a copy of all clues and let him work alone. Older students benefit from the added stress of solving a complex problem as a group.

6. Use one of the following worksheets to introduce students to specialized problem-solving and decision-making:

   a. "Problem Solving on Television," page 480, is a worksheet which asks students to examine problems they have seen in TV shows, to write down the solution offered by the show, and to propose an alternate solution to the problem. Since TV shows often use simplistic or even dangerous solutions to problems, many students will actually come up with better solutions. Finally, the student is asked to write a paragraph about one of the situations. You may have the student fill in a decision tree on the problem he chooses for his paragraph.

   b. "Spending Your Tax Dollar," page 481, is a worksheet which asks the student to imagine that he were able to allot the use and the amount of money for each of his tax dollars. Some areas where money is now spent are listed below the circle. You may wish to explain some of the areas to students, but students certainly are not limited to the areas mentioned.

   c. "Presidential Decision-Making," page 482, is a handout which asks students to choose from six specific presidential decisions and then to explore at least one of those in depth, listing advantages and disadvantages of the decision made by the president. You may wish to have students fill in a decision tree before writing the final essay called for on the worksheet.

   d. "Issue Decision Chart," page 483, is a worksheet which asks students to explore both sides of an issue and then propose a compromise solution which can be accepted by both sides of the conflict (if they are reasonable). While students will have some difficulty with this, it is very useful since it makes them more aware of the complexity of world affairs. You may wish to suggest issues of your own which are currently in the news.

II. Using the Activities: A wide range of activities is offered and all could be adapted to suit your subject area. In general, each major activity is designed to require both individual and group decisions. Most will take several days to complete, since they are, in a sense, culminating activities for the entire guide.

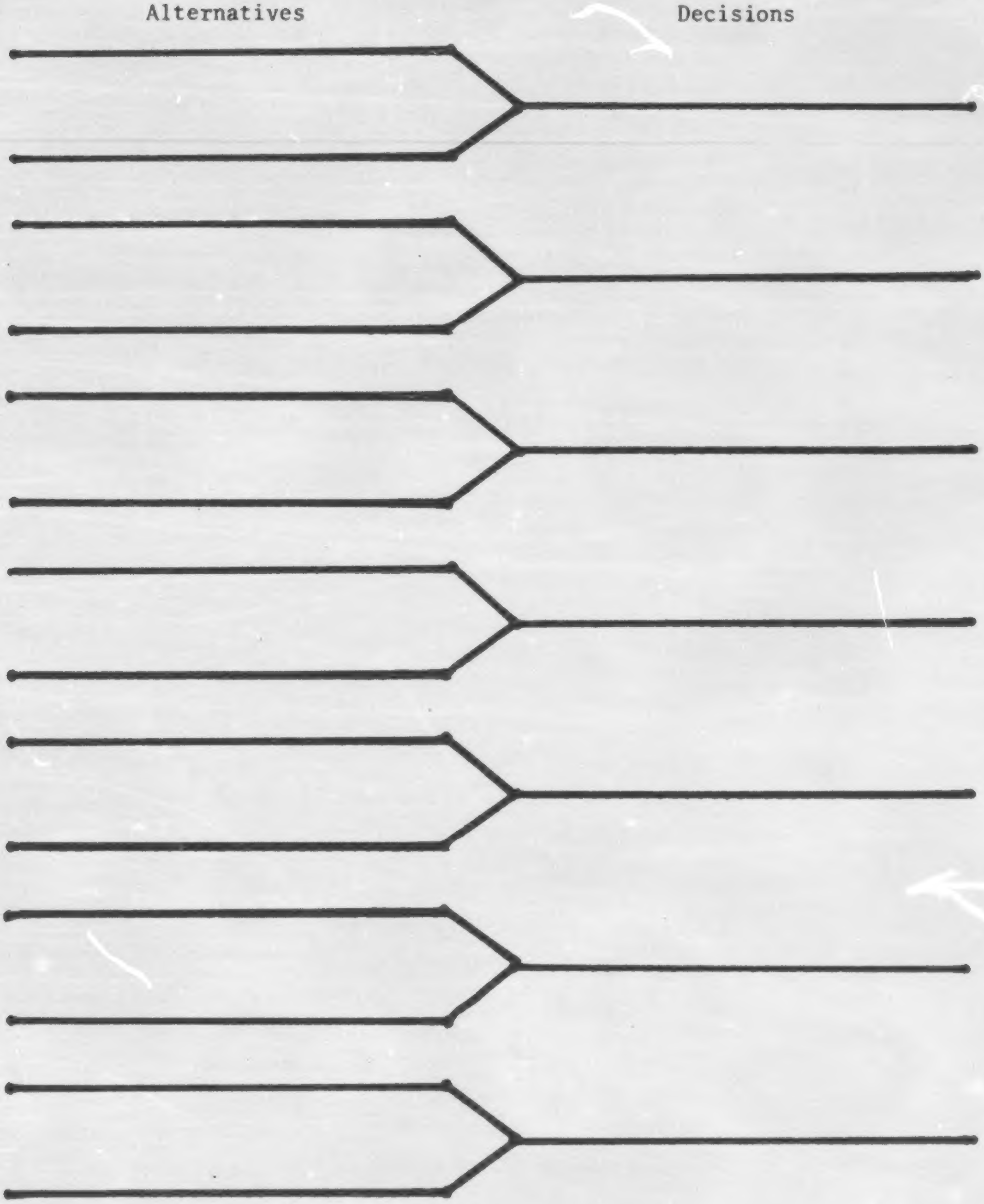
1. Use the Decision Form, Decision Tree, Problem-Solving Formulas, and Evaluation Forms which you will find throughout this unit with your own activities. Many such forms have been left without specific assignment descriptions so that you can duplicate them and use them for your own purposes.

2. Use the directions for "Developing Role-Playing Simulations" to design your own role-playing games to suit your subject matter and the grade level of your own students.

DECISION FORM

Name________________________

Date________________________


Alternatives
Decisions

PLAYING PIONEERING IN AMERICA

PURPOSE: To experience the process of group decision-making in comparison to individual decision-making and to examine the difficulties of reaching consensus.

NOTES TO THE TEACHER: Some of these items may be unfamiliar to students. You may wish to assign vocabulary or library research on some of the terms prior to playing the game, or to allow students to look up terms during the decision-making process.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Pioneering in America," page 468.
2. Go over the directions and have students complete step one. If you will not have enough time for students to complete step two, use another day for completing the activity. You may even wish to spend a third day on discussing the activity.
3. There are no specific "right" answers. The process of deciding is the most important lesson to be reached. You may want to spend some class discussion time on the problems that arise when a group must reach consensus.

PIONEERING IN AMERICA

The time is the late seventeenth century. Your group is an European family who has decided to immigrate to America. You are going to be pioneers in the northern frontier (New England). You are trying to make a list of twenty items that will be most useful to you on the frontier. You will have to take these items with you or buy them in the New World after landing.

You have made a list of the following items, but need to narrow it down:

- iron pot
- horse
- lead
- butter
- bullet mold
- Bible
- plow
- churn
- molasses
- hatchet
- spinning wheel
- table and chairs
- harness for a draft animal
- a froe for cleaving hinges
- candles
- cow
- flints
- felling ax
- gun powder
- compass
- ox
- hoe
- cheese
- saw
- candle mold
- barrel of salt pork
- bushels of Indian corn and grains
- fishing hooks and net
- iron skillet
- pigs
- spade
- sugar
- salt
- chickens
- bull
- broad ax
- scythe
- sickle
- flintlock musket and fowling piece
- pewter utensils and wooden bowl
- dried peas or beans

1. INDIVIDUALLY, with no assistance from other group members, make a list of the twenty most useful items for life on the frontier. (Try to list them by rank of usefulness or importance -- one being the most useful). Use a separate sheet of paper.

2. When each member of the family has completed his list, as a GROUP seek consensus in deciding the twenty most useful items for your family to have on the frontier. Consensus means that all of your family members must agree on the necessity of including each item before it becomes part of your family group decision. This consensus is difficult to reach, but try to make decisions that all family members at least partially agree with. Use a separate sheet of paper to record your Family Decision.

   NOTE: If all group members lack knowledge on how useful an item might be, necessary research should help you make a decision.

3. Compare the final decisions of the entire group to the lists of individual members. Who do you think reached the better decisions-- the group working together or individuals on their own? Why?

4. As a group, discuss your reaction to this activity.

INDIVIDUAL VS. GROUP DECISION-MAKING

PURPOSE: To provide a format for students to compare the effectiveness of individual decision to group decision.

NOTES TO THE TEACHER: This activity will take a full class period, but the time will be well spent, since students will have an opportunity to practice several decision-making skills.

PROCEDURE:

1. Duplicate the following worksheets:

   "Lost on the Moon," page 470
   "Score Sheet: Lost on the Moon," page 471
   "Evaluation Sheet," page 472 .

2. Give each student about 15 minutes to fill in the left column on the first worksheet, "Lost on the Moon". Directions on the worksheet are clear enough. Allow no discussion. This must be an individual decision.

S-h-h-h

3. Now divide students into groups of no more than five students each. Direct students to discuss the items and reach agreement on ranking. Numbers are now to be written in the right hand column on the "Lost on the Moon" worksheet. Allow about 15 minutes for this part of the activity.

4. After all groups finish, hand out the worksheet, "Score Sheet: Lost on the Moon". Tell students to transfer individual and group rankings to the score sheet. To compute error score, students subtract the item from the NASA score and record the difference, disregarding positive or negative signs. For example:

NASA #	YOUR #	ERROR	GROUP #	ERROR
13	1	12	15	2

   Students should add up total errors and see how they ranked as individuals and as a group.

5. As a last step have each student evaluate himself and group members as participants, using the "Group Evaluation" sheet. Evaluation sheets should be turned in directly to you.

LOST ON THE MOON

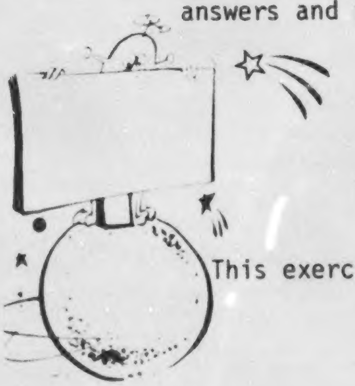
Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has burned your ship and destroyed all the equipment on board except the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place number one by the most important item, number two by the second most important and so on through number 15, the least important.

YOUR NUMBER ______ GROUP NUMBER ______

______ Box of matches ______
______ Food concentrate ______
______ Fifty feet of nylon rope ______
______ Parachute silk ______
______ Solar-powered portable heating unit ______
______ Two 45-caliber pistols ______
______ One case of dehydrated milk ______
______ Two 100-pound tanks of oxygen ______
______ Stellar map of moon's constellation ______
______ Self-inflating life raft ______
______ Magnetic compass ______
______ Five gallons of water ______
______ Signal flares ______
______ First-aid kit containing injection needles ______
______ Solar-powered FM receiver-transmitter ______

NASA experts have determined the best solution to this task. Their answers and reasoning appear on the score sheets.



This exercise originally appeared in Psychology Today, November, 1971

SCORE SHEET: LOST ON THE MOON

ITEMS	NASA REASONING	NASA #	YOUR #	ERROR	GROUP #	ERROR
Box of matches	no oxygen on moon to sustain flame; virtually useless	15				
Food concentrate	efficient means of supplying energy requirements	4				
Fifty feet of nylon rope	useful in scaling cliffs, and tying injured together	6				
Parachute silk	protection from sun's rays	8				
Solar-powered portable heater	not needed unless on dark side	13				
Two 45-caliber pistols	possible means of self-propulsion	11				
One case dehydrated milk	bulkier duplication of food concentrate	12				
Two 100-pound tanks of oxygen	most pressing survival need	1				
Stellar map of moon's constellation	primary means of navigation	3				
Self-inflating life raft	CO_2 bottle in military raft may be used for propulsion	9				
Magnetic compass	magnetic field on moon is not polarized; worthless for navigation	14				
Five gallons of water	replacement for tremendous liquid loss on lighted side	2				
Signal flares	distress signal when mother ship is sighted	10				
First-aid kit with injection needles	needles for vitamins, medicines, etc., will fit special aperture in NASA space suits	7				
Solar-powered FM receiver-transmitter	for communication with mother ship; but FM requires line-of-sight transmission and short range	5				

Error points are the absolute difference between your ranks and NASA's (disregard plus or minus signs)

TOTAL Errors _____ _____

Scoring for individuals:
0-25 - excellent
26-32 - good
33-45 - average
46-55 - fair
56-70 - poor
71-112 - very poor, suggests possible faking or use of earth-bound logic

EVALUATION SHEET

Group Participant Evaluation

Directions for scoring:

- 4 - Wow!
- 3 - Pretty good
- 2 - Not bad
- 1 - So-so
- 0 - Ho-hum
- -1 - Phew

Participants' Names	1	2	3	4	5
1. Relevant contributions					
2. Sufficient contributions					
3. Stayed on topic					
4. Consideration toward others					
5. Knowledgeable about materials					
6. Eye contact					
TOTALS					

Total Group Evaluation

1. Avoided lags, silences, redundancy	
2. Topic was appropriate	
3. Adequately covered topic	
4. Transitions for even thought flow	
TOTAL	

PROBLEM-SOLVING AND DECISION-MAKING PROCESSES

General Method:

1. Define the problem.
2. List alternative solutions.
3. List costs/benefits of each alternative.
4. List possible negative and positive results of each alternative.
5. Decide upon a course of action.
6. After the decision is enacted, determine its true effects.
7. Re-evaluate the situation.
8. Learn to live with decisions.

Personal Decisions:

1. Ask yourself: What is the worst possible result? Is it worth the risk?
2. Remember: You must be responsible for your own decisions and their consequences.
3. No decision is in fact a decision -- it is a decision not to decide and thus to shirk responsibility.
4. Ask yourself: Am I functioning on a logical or emotional level?
5. How do the other people involved view the problem? How will they view my decision?
6. Who around me will lend support? Who will lead in blocking me? Why?
7. How will I use the support? How will I overcome the blockage?

Seven-Step Formula:

1. Know yourself.
2. Identify your assets.
3. Gather information on options.
4. Assess costs, risks, outcomes.
5. Set goals.
6. Test reality.
7. Develop a strategy.

St. Ignatius Method:

1. Determine choices.
2. List, in priority, the advantages and disadvantages of each choice.
3. Give each advantage a positive (+) numerical value and each disadvantage a negative (-) numerical value.
4. Add up the values of each choice, just as you would any mathematical problem.
5. Make decision based on the total of the numerical value, choosing the alternative with the highest positive value.

Researching:

1. What do I need to know to make a decision?
2. How can I find out?
3. What will be valid research?
4. Study faulty thinking and statements and avoid them in your own research.

Scientific Method:

1. Observe.
2. Develop a hypothesis.
3. Test the hypothesis.
4. Make a statement of the truth or knowledge gained.
5. Retest on the basis of the new information.

Brainstorming Techniques:

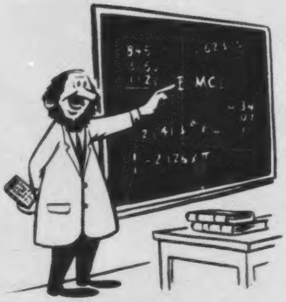
1. List as fast as possible as many alternative solutions as you can think of.
2. Go back and develop priorities among the alternatives.
3. Make a decision.

Four Steps for Personal Decisions:

1. Examine all of the available options.
2. Consider all of the relevant facts.
3. Consider what is important to you.
4. Consider the possible outcomes of the various options.

A PROBLEM-SOLVING FORMULA

STEPS	EXPLANATION	TECHNIQUE
A. Define the problem	Understand the purpose, and define terms	Entire group discussion
B. Analyze parts of the problem	Examine approaches we might take to solution	Buzz sessions
C. Consider alternative solutions	Weigh the pros and cons of possible solutions	Cooperative Investigation
D. Make choices	Cooperatively select the best solutions and means of implementing them	Conference
E. Implement choices and communicate results	Put decisions into effect and share them	Panel, Work Committee



A PROBLEM

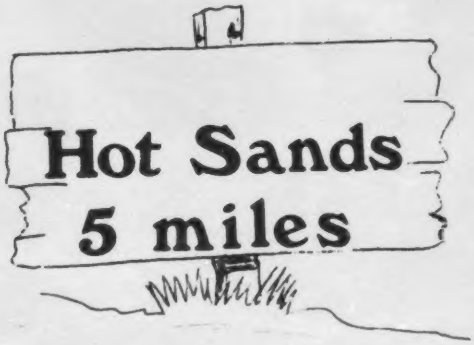
YOU AND YOUR BEST FRIEND ARE TRAVELING ACROSS THE COUNTRY. YOUR CAR BREAKS DOWN IN THE MIDDLE OF THE HOT NEVADA DESERT. YOU HAVE SEEN NO TRAFFIC ON THE ROAD. THERE IS A TOWN ABOUT FIVE MILES TO THE WEST. YOU HAVE BEEN TRAVELING SOUTH. YOU HAVE NO CASH AND YOU ARE NOT SURE THAT THE SMALL-TOWN MERCHANTS WILL ACCEPT CREDIT CARDS OR A CHECK. YOUR FRIEND IS AFRAID TO STAY IN THE CAR ALONE. YOU ARE AFRAID TO LEAVE THE CAR SINCE YOU CANNOT LOCK IT. YOU ARE ALSO UNCERTAIN WHETHER YOU AND/OR YOUR FRIEND CAN WALK THE FIVE MILES IN THE TREMENDOUS HEAT.

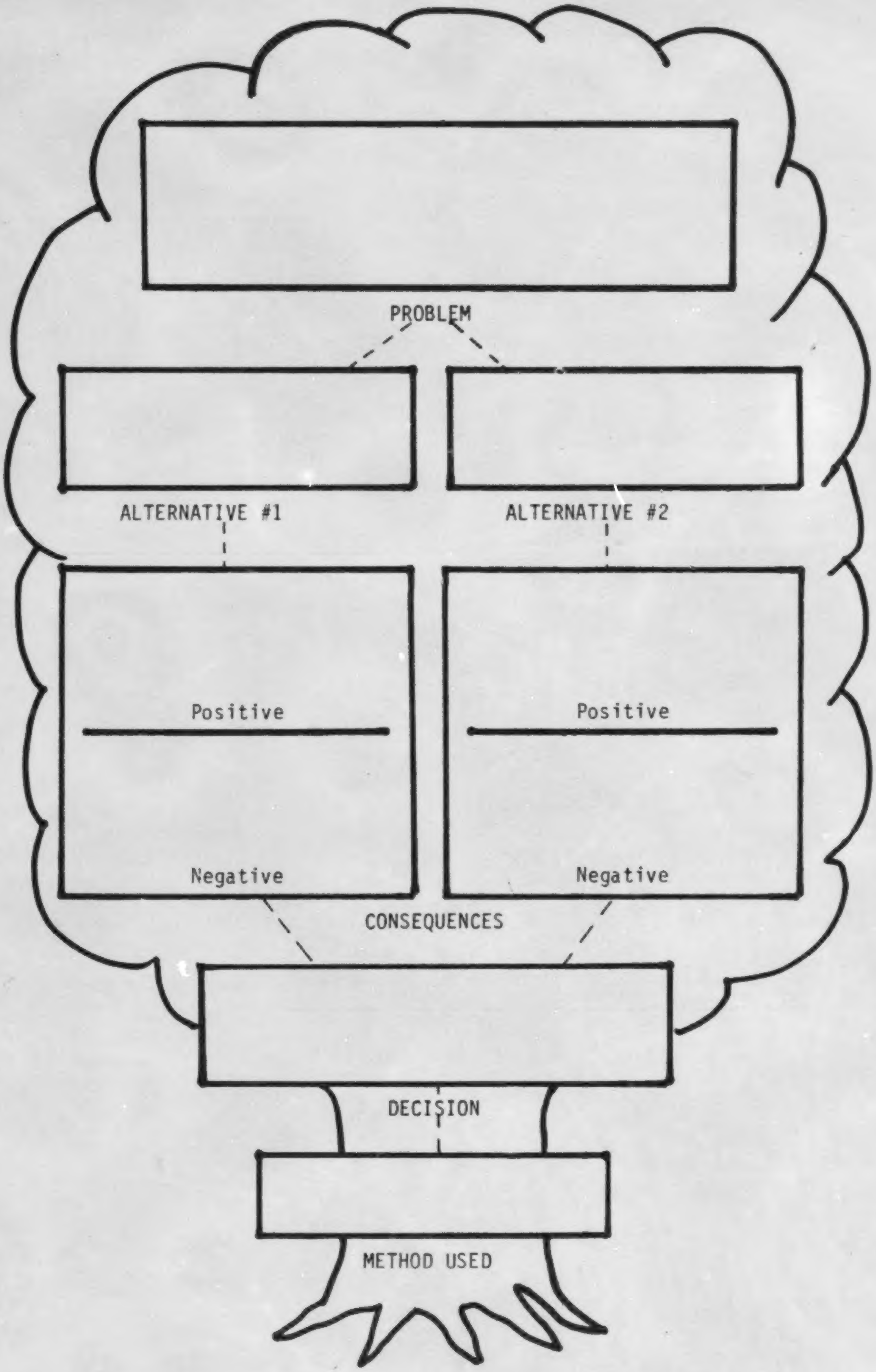
WHAT ARE THE PROBLEMS THAT FACE YOU?

WHAT ALTERNATIVES ARE AVAILABLE TO YOU?

WHAT CONSEQUENCES CAN RESULT FROM EACH ALTERNATIVE?

WHAT DO YOU DECIDE?




PROBLEM
ALTERNATIVE #1
ALTERNATIVE #2
Positive
Negative
Positive
Negative
CONSEQUENCES
DECISION
METHOD USED

PEOPLE WITH PROBLEMS

DEBRA

Last summer Debra worked as a waitress and ever since she has wanted to pursue a career in hotel management. She doesn't have much money for college. Debra has considered the two-year hotel management program offered by the local community college which costs only $300 per year. Many of the large hotel chains, however, prefer graduates of four-year colleges. The nearest university with a hotel program is out-of-state. While Debra's grades are good enough to get her into the school, she would need a loan plus a part-time job to stay in the out-of-state school. If she attends the community school, she won't be as deeply in debt when she graduates.

LINDA

Linda isn't interested in college. She works after school and on weekends as a grocery store cashier and wants to work full-time after she graduates from high school. Linda earns minimum wage. It's the most money she's ever had. She has lots of new clothes and is considering buying a new car. Linda's father, however, wants her to go to college next year and take engineering. Linda has always made high grades in science and mathematics. Her father thinks she can even win a scholarship. Linda doesn't think her chances for winning a scholarship are very good. She knows for certain that she hates English and doesn't ever want to take another course. She does enjoy science and mathematics.

RICKY

Ricky thinks enlistment in the military looks better and better all the time. He is restless to be out of high school and on his own. If he stays in town, he'll probably end up living at home and working at whatever job he can get. He has little specialized training for any kind of job. He thinks that if he joins the military he will get a chance to receive training and be on his own at the same time. He still has some doubts. He wonders how his friends will react since most of them plan on going to college. He's also unsure how well he'll respond to taking orders since he's always had discipline problems in school.

JIM

Jim's grades and college entrance test scores are average. He could probably get into college and his parents are prepared to help cover the costs. The trouble is that Jim isn't interested in school right now. His real interest is photography. Jim has considered working to support his hobby. He'd especially like a job in a photo supply shop. More than anything he'd like to bike out West after high school graduation and compile a photo essay of rural America while he travels. He's almost certain that his parents would not help finance the trip and he doesn't have the money himself to do it now.

SOLVE THE CRIME

When he was discovered dead, Mr. Harris had a bullet hole in his thigh and a knife wound in his back.

Mr. Thomas shot an intruder in his apartment building at 12 midnight.

The elevator operator reported to police that she had seen Mr. Harris at 12:15 a.m.

The bullet taken from Mr. Harris' thigh matched those used in the gun owned by Mr. Thomas.

Only one bullet had been fired from Mr. Thomas' gun.

When the elevator operator saw Mr. Harris, Mr. Harris was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Harris' blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Harris had destroyed Mr. Thomas' business by stealing his customers.

The elevator operator saw Mr. Harris' wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Harris' wife frequently left the building with Scott.

Mr. Harris' body was found in the park.

Mr. Harris' body was found at 1:30 a.m.

According to a medical report, Mr. Harris had been dead for one hour when the body was found.

The elevator operator saw Mr. Harris go to Mr. Scott's room at 12:25 a.m.

From the condition of Mr. Harris' body, it was obvious that it had been dragged a long distance.

Miss Smith saw Mr. Harris go to Mr. Thomas' apartment at 11:55 p.m.

Mr. Harris' wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder. When police tried to locate Mr. Thomas after the murder, they discovered that he had disappeared.

The elevator operator said that Miss Smith was in the lobby of the apartment building when she went off duty.

Miss Smith often followed Mr. Harris.

Mr. Thomas had told Mr. Harris that he was going to kill him.

Mr. Harris' bloodstains were found in Mr. Scott's car.

Mr. Harris' bloodstains were found on the carpet in the hall outside Mr. Thomas' apartment.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

SOLVE THE CRIME: You now have all information necessary to solve the crime. You have 35 minutes to determine

---who got murdered
---who the murderer was
---the time
---the place
---the motive
---the weapon

PROBLEM-SOLVING ON TELEVISION

Alternate Solutions

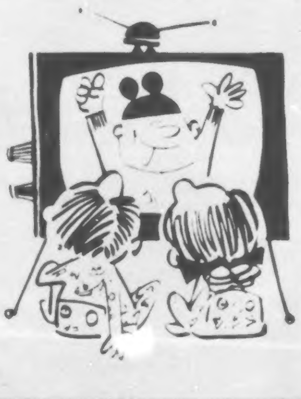
Directions: Choose any three programs from the list posted by your teacher. Review the various methods of solving problems and choose a method to use in making your own decisions. Now imagine that you are the scriptwriter. For each program, list the information called for below.

PROGRAM	PROBLEM AND SOLUTION FROM THE TELEVISION SHOW	ALTERNATE SOLUTION TO THE PROBLEM FROM THE TELEVISION SHOW

Now, for each problem listed above, write a short paragraph. In each paragraph specify the television program, the solution presented on the television show, your solution, and an opinion statement explaining which solution is better -- yours or the original one? Be sure to explain why the solution you choose as best is best.

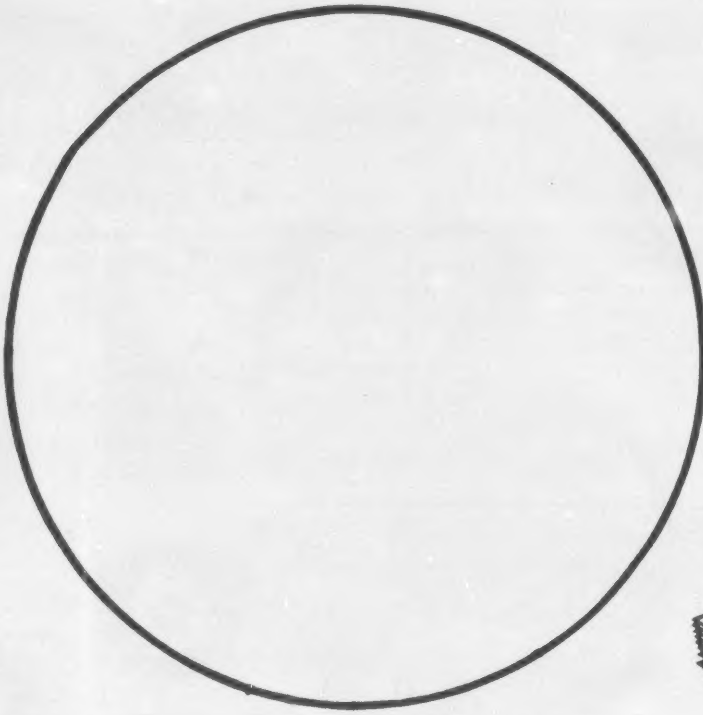
NOTE: Fill out a decision tree if your teacher so directs.

Method used to solve problem ______________________________



SPENDING YOUR TAX DOLLAR

Directions: Imagine that you are a tax payer (and perhaps you are). For the first time in United States history, Congress has decided to allow tax payers to decide how their tax dollars will be spent. You are to rule off and label the circle below to represent how you would spend each of your dollars. Try to be a responsible citizen and to support those services you feel are most valuable to your country. Some specific areas are listed below the dollar shape, but certainly not all. Be prepared to explain your choices.



National Defense -- military personnel, equipment, maintenance, etc.
International affairs -- diplomatic personnel, foreign aid, etc.
Science, Space, and Technology -- research, exploration, etc.
Energy -- supply, conservation, stockpiling, etc.
Environment --pollution control and abatement, parks, etc.
Agriculture -- research, services, price support, etc.
Disaster relief, health care services, health research, weather bureaus,etc.
Educational programs -- higher education, elementary, secondary, vocational, etc.
Social welfare -- housing assistance, food stamps, lunch programs, welfare payments, disability, medicare and medicaid, aid to dependent children, etc.
Veteran's benefits and services, administration of justice, court expenses and salaries, general government expenses for supplies and personnel, etc.
Revenue sharing with states and cities -- urban development, highways, etc.
Interest on the national debt

PRESIDENTIAL DECISION-MAKING

Directions: While we all make decisions and our decisions affect others, few of us are required to make the world-shaping decisions of a U. S. President. Now you get your chance to try Presidential decision-making. Listed below are some important decisions made by U. S. Presidents. Fill in the chart, listing advantages and disadvantages of the decision. You will probably need to do some library research.

CHOOSE ONE:

1. Jefferson's decision to acquire the Louisiana Purchase.
2. Lincoln's decision to supply beseiged Ft. Sumner and, thus, start the War Bewteen the States.
3. Theodore Roosevelt's decision to intervene between management and labor in the Coal Strike of 1902.
4. Kennedy's decision to confront Russia to require removal of missiles in Cuba during October of 1962.
5. Truman's decision to drop the atomic bomb on Japan.
6. Carter's decision to recognize the People's Republic of China.

Plus.....any your teacher may choose to add.

★ ADVANTAGES	★ DISADVANTAGES

Now, on separate paper, complete one of the following writing assignments:

1. If you agree with the decision made by your chosen President, write a short essay supporting his choice. Refer to the lists you prepared above.
2. If you disagree with the decision made by your chosen President, write a short essay showing your reasons for disagreement. Use the information in the lists you prepared above for support.

ISSUE DECISION CHART

People in political power must make decisions about issues. Often they must propose legislation or take executive action to solve those problems.

Choose one of the conflict problems below and prepare a chart which shows the goals of each side (even if somewhat simplified). Then play the Compromiser by proposing a solution to the problem which will give both sides some gain. Remember that the point is not what you personally believe, but a possible solution which could please both sides at least minimally. You will probably have to do some research to complete the assignment.

1. The conflict between Israel and the Palestinian refugees
2. The conflict between Protestants and Catholics in Northern Ireland
3. The conflict over busing to achieve school integration
4. The conflict between environmentalists and industrialists over public lands
5. The conflict for and against the development of nuclear energy plants
6. The conflict between the rights of adopted children and natural and adopted parents.
7. The conflict between Japanese car exporting firms and American car manufacturers
8. The conflict between public employee unions (police, firemen, nurses, etc.) and public needs
9. The conflict over gun control
10. The conflict over affirmative action.

Color code your proposal to indicate benefits to each side.

FIRST SIDE	SECOND SIDE
COMPROMISE PROPOSAL	

PROPAGANDA

PURPOSE: To teach students about propaganda techniques and purposes and to allow them to practice propaganda techniques on their own.

NOTES TO THE TEACHER: You may wish to collect examples of propaganda techniques from advertising before you begin the unit. Post the different advertisements on the board and then label each for at least one technique used in the advertisement.

PROCEDURE:

1. Duplicate and distribute the worksheet, "Propaganda," page 485. This gives a comparison between propaganda and education, defines propaganda and includes three activities for students to do as an introduction to the topic.

2. Duplicate and distribute the handout, "Propaganda Devices," page 486. This lists nine techniques, many of which are very similar. Discuss with students. Then, choose one of the following activities:

   a. Divide the class into groups of four or five and tell each group to locate at least one example of each of the techniques. Have each group use their examples to prepare a bulletin board display.

   b. Assign one technique to each student. That student will then be responsible for locating two examples of propaganda using his assigned technique. Divide your bulletin board into sections for each of the techniques. When students bring in their examples, have them post them under the correct heading.

3. Duplicate and distribute the assignment sheet, "Using Propaganda Devices," page 487. This sheet lists three activities using these devices -- from politics, advertising, and public relations. Students will produce products which can be used for display in the classroom.

PROPAGANDA

"Education aims at independence of judgment. Propaganda offers ready-made opinions for the unthinking herd. Education and propaganda are directly opposed both in aim and method.

The educator aims at a slow process in development; the propagandist at quick results. The educator tries to tell people how to think; the propagandist, what to think. The educator strives to develop individual responsibility; the propagandist, mass effects. The educator fails unless he achieves an open mind; the propagandist unless he achieves a closed mind." ---Everett D. Martin

So in brief, propaganda presents you with slanted or selected facts. These may or may not be truthful. And even if they are truthful, they will be facts put together in such a way as to make a case for the kind of belief the propagandist wants you to support.

Propaganda shows up in surprising places...

in political campaigns
in advertising claims
in dinner conversation

Of course, you almost expect a politician to give you his view of his accomplishments and qualifications. And you almost expect a manufacturer to tell you his product is the best. But dinner conversation? Suppose your father asks you what you did in school today? Which of the following facts will you select to tell him?

you were tardy
you failed an English test
you made an "A" on your biology test
you turned in your book report
you were kept after school for talking
you were nominated for class secretary

You, too, will slant or select the facts which will make a case for what you want your father to believe. Even so, propaganda generally refers to organized efforts to influence opinion.

Directions: Answer the following questions on separate paper.

1. "What is truly vicious, "The New York Times once said editorially, is not propaganda, but a monopoly of it." Explain what this means. Do you agree with the statement. Can you think of some examples of propaganda monopoly? (one paragraph minimum)

2. Make a chart listing specific examples of propaganda from advertisers, politicians, parents, teachers, and peers. Record the exact words of the propaganda statement if possible. Use a separate column for each category.

3. How can propaganda influence your ability to make informed decisions? For example, how accurate is a political decision based on selected facts and partial truths? (one paragraph minimum)

JUST
BETWEEN
US

PROPAGANDA DEVICES

BAD
GLAD
NAMES

CARDSTACKING: Use of only those items that will persuade the listener or reader to agree with the issue as it is presented. Thus, facts are selected or created to present the best or worst possible case for an idea, program, person, or product.

TRANSFER: Identification of the values, prestige and honor associated with one person, group or event with another. For example, calling a university the "Harvard of the West" is an attempt to transfer the prestige qualities of Harvard to the other school.

GLITTERING GENERALITY: Associating something with a "virtue" word without giving any evidence. For example, four out of five doctors approve our product is general, but it is also connected with virtue words like "approve" and "doctor." In a sense, any attempt to avoid being specific, to avoid citing a source, is a glittering generality.

BAD NAMES/GLAD NAMES: This device uses "weighted words" without support for the opinion carried by the words. For example, calling a Presidential act "undemocratic" relies on the connotation of the word, but not upon proof that the act was undemocratic. Glad names can be used much the same way. The words themselves influence thought because of emotional meanings attached to the literal meaning.

NAME CALLING: Giving an idea a bad label. This is used to make us reject an idea, product, or person without examining evidence. Especially used to evade an issue by calling a name instead of answering a question or complaint. For example, a politician may avoid issues by merely calling his opponent a "liberal." Name calling is negative and uses words which are clearly offensive within the context.

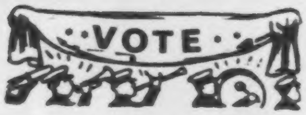
BAND WAGON: A common and easily recognizable propaganda device based upon popular appeal and the desire of most people to be on the winning side. "Everybody has one" is the general idea behind the technique. Any time someone claims to be the best, most popular, or to claim victory even before the contest begins the device is in action. Especially effective with younger people.

TESTIMONIAL: Consists of having some respected or hated person say that a given product or idea is good or bad. Especially used in advertising. Usually has little relationship to the products, people, or issues in question. For example, what authority does Joe Dimaggio have concerning coffee makers?

PLAIN FOLKS: The method by which a speaker attempts to convince his/her audience that he/she or his/her ideas are good because they are "of the people". Politicians eat corn-on-the-cob and mow the lawn. Advertisers will talk about something being plain and simple. Sometimes dialectical language and colloquialisms will be used.

SNOB APPEAL: This approach is based on elitism or on everyone's desire to be special, to have status. For example, hair coloring product advertisements may claim to be "the most expensive hair coloring in the world" and to convince you to buy because "you're worth it." Luxury products often use.

USING PROPAGANDA DEVICES



Directions: Complete the following activities. Be sure that your visuals are colorful and neat for display.

1. Suppose that you are a politician running for governor of Oklahoma and you are thinking about a campaign slogan.

   Which propaganda device would you use? Why?

   Write a campaign slogan for yourself using this device and present it visually on a bumper sticker or billboard advertisement.

2. Suppose that you are an ad writer for a large metropolitan advertising agency and have been asked to write an ad for a mouthwash and a jewelry company.

   Which propaganda device would you use for

   --the mouthwash ad? Why?

   --the jewelry company? Why?

   Write and design a magazine advertisement (illustration, slogan, explanatory copy, bright colors) for one of the products mentioned above. Make up a name and qualities for the product you choose.

3. Suppose that you are on the publicity committee for the upcoming annual campaign to get the youth vote and have been asked to design a poster with a slogan which will appeal to people ages 18 to 24.

   Which propaganda device would you use? Why?

   Design and produce a poster using your device as a means of motivating young people to vote. Remember that you are not trying to influence how they vote, just voting. Include a slogan and colorful illustrations.

MAKING CONSUMER DECISIONS

PURPOSE: To develop the student's ability to make decisions as a consumer through application of the decision-making process to advertising claims.

NOTES TO THE TEACHER: You may wish to restrict the bounds of the assignment somewhat by specifying the kinds of products to be used or by having all students test the same products. Decide in advance whether or not you are willing to let students test food products in class.. The students seem to get more excited about getting to test potato chips than getting to test paper towels, but you must decide for yourself, depending upon the behavior of your students.

You may wish to begin the assignment on a Friday, thus giving students the weekend to acquire sample products.

PROCEDURE:

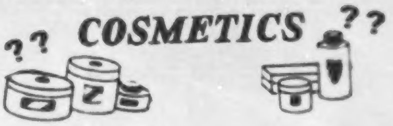
1. Duplicate and distribute the worksheet, "Making Consumer Decisions," page 489-91. Divide students into groups of three or four to test their products and do all assignments. There are actually six parts to this assignment so students should be encouraged to read ahead and divide up responsibilities accordingly.

2. Caution students to be sure they have their products to be tested in class. Establish any guidelines for product selection which you feel are appropriate. You may even want to buy three brands of sugar cookies or cheese crackers and have all students test products you supply. Older students can easily be held responsible for selecting their own products and providing supplies.

3. When students present their final projects (Step V), you may wish to invite your principal or other adults to class to view the presentations. If students know that they will have prestigious visitors, they are more likely to do a professional job on their presentations.

4. As a final step in the process, you may wish to have students fill out one of the Evaluation forms used in this guide. Most of the individual and group forms for evaluation are multi-purpose so that you can use them for self- and group-evaluation.

COSMETICS



MAKING CONSUMER DECISIONS: Testing Advertising Claims

DIRECTIONS: Each group will evaluate claims made by advertisers for three brands of a chosen product. For example, your group will test and evaluate three brands of peanut butter, potato chips, nail polish, paper towels, etc. Your group may choose the kind of product, but be sure that there are three brands available for testing. You must also collect examples of claims made for each brand by its manufacturer.

I. BACKGROUND INFORMATION:

Product to be tested: ______________________________

Brand name of three similar products and addresses of manufacturers:

1. ______________________________
2. ______________________________
3. ______________________________

Describe and/or locate a commercial or ad for each brand mentioned above. Include where you saw or found the advertisement. Attach the actual ads and/or descriptions to separate paper -- separate pages for each brand. If you are describing a TV or radio ad, be sure to write down the exact words.

On the same pages where you describe/attach each ad, write out a short statement explaining what the advertiser is claiming for his product.

II. TESTING THE PRODUCT:

Test description: Explain in detail exactly how you plan to test the three brands to determine whether or not the advertiser's claims are accurate. Also keep in mind that you will be attempting to determine which of the three brands is the best consumer choice so you may wish to test more than just what the advertiser claims.

____

____

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Materials Needed for Test: ______________________________

____

Results of the Test: ____________________

Conclusion: ____________________

III. LAB REPORT:

On separate paper, write a lab report that fully explains the procedures you followed to test advertising claims and to determine which brand of the product is the best consumer buy. Summarize your results and make a recommendation. Here is an outline for you to follow:

Lab Report: ____________________
(title)

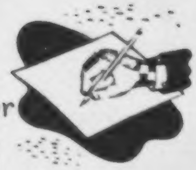
Prepared By: ____________________
(names of all group members)

I. Introduction: Describe the products in detail, including price, consumer target, packaging, use, etc, and tell why your group selected this kind of product to test.

II. Body: Describe the advertising for each product and explain the claim you are testing for each brand. Explain the procedure you will follow. Include the exact words used by the advertiser in making the claim and be very specific. Put quotes around exact words.

III. Conlcusion: Record the results of your tests with each brand of your product. Compare and contrast results. Write a conclusion about the claims made by each advertiser. Then write a recommendation for one of the brands over the other two, based on the results of your tests.

IV. LETTERS:



If the test suggests that the advertising claim made by the manufacturer was false or misleading in any way, write a letter to the manufacturer of the product. Use business letter form. Include a copy of your lab report with your letter. (You will probably end up writing two letters, since two products lost, even if claims were not maliciously incorrect.)

Send a letter to the manufacturer of your recommended brand, explaining why you have chosen his product over the other two brands. Include a copy of your lab report with your letter. Compliment him on a fine product.

V. ADVERTISEMENTS:

Now that you are an authority on your recommended brand and have lab reports to support your opinion, you are ready to be a responsible advertising agency. Working in a group, prepare the following ads for your product:

Magazine Ad: Include a clever slogan, illustration, and art work. Describe why your brand is the best, using your lab report for proof. Make it colorful. Size is 8½" x 11".

Radio Ad: Include a clever slogan (perhaps the same as the one above) and develop an oral message, using narration, dialogue, music, as you think would best suit your product. Refer to your lab report results in your ad. Time: 60 seconds.

Television Ad: Prepare a skit to sell your recommended product. Include a clever slogan (perhaps the same as those above). Actually act out your skit for the class. You may wish to use music, costumes, celebrity endorsement, charts and graphs, and so on. Remember to carefully choose both visuals and words for television. Time is 60 seconds -- exactly.

Billboard: Prepare a billboard ad for your product by using regular posterboard turned lengthwise. Remember that billboards are read by people passing swiftly by in cars so do not try to include too much. You will need a clever slogan (perhaps the same again) and a colorful illustration. This will differ from the magazine ad in that you will not have as much space to explain the values of your brand.

Presentation: Be prepared to present your advertising campaign to the class. You will have a total of 15 minutes to demonstrate all of your ads, explain your lab report and results, and clearly show that you are the advertising agency best suited to advertise this product. Be sure to come dressed appropriately and to conduct yourself in a professional manner. Your teacher may have a selected audience present to evaluate agency campaigns, so watch out!

NOTE: You may wish to conduct additional research before your presentation -- surveys, interviews, market research, etc.

SLANTING THE NEWS

PURPOSE: To make students aware of how news articles and/or stories may be slanted by the writer's selection of facts.

NOTES TO THE TEACHER: You may choose to have students do this assignment as a newspaper story or for a television news program.

PROCEDURE:

1. Begin by discussing the difference between reporting the truth and reporting factually. Ask students to consider whether writing can be slanted by selecting facts. Have them consider the following:

   "Mr. ______ __________, principal of __________
   school, was caught breaking into the bedroom
   window of a house on _________ Street last night
   at midnight."

   Could this be true and yet present a slanted picture. Yes, if the house is his and he merely locked himself out of his own house.

2. Distribute copies of the worksheet, "Slanting the News," page 493 . Discuss the first section as a class, asking students to explain why they rated a particular attribute positively or negatively. Accept whatever justification they give, since this is merely to present different views.

3. Assign section two for homework and share responses the next day in class. Conduct a discussion about how each student could and better have written a different story, yet all had the same facts. Ask students if they think the same thing happens to professional reporters? (Of course, it does.)

4. For follow-up you can make similar worksheets about real people and events in the news, thus letting students practice propaganda techniques.

SLANTING THE NEWS

I. Below are a list of facts about a person who is running for mayor. Assume you are a reporter who has just heard a speech by this person. Evaluate the fact list below by putting a plus (+) in front of the qualities or actions that you consider desirable, and put a minus (-) in front of those that you find undesirable or uncomplimentary. Be prepared to explain your ratings.

The candidate ---

___ has a big smile
___ likes cats
___ looks people straight in the eye
___ speaks politely
___ has a large speaking vocabulary
___ was in the Peace Corps
___ is a decorated war hero
___ is opposed to school busing
___ supports the E.R.A.
___ is active in local business clubs
___ is married to a school teacher
___ drives an expensive foreign car
___ went to college in the East
___ had psychiatric treatment
___ was wearing a clean three-piece suit
___ likes dogs
___ has a firm handshake
___ uses good grammar
___ dislikes children
___ graduated from college with honors
___ was caught stealing when a child
___ voted against a recent school bond issue
___ is a member of the National Rifle Association
___ likes to hunt and fish
___ goes to church regularly
___ has a vacation home in Colorado
___ has worked as a policeman previously
___ was a prisoner of war in Vietnam

II. Use information from the fact list to write a slanted news article recommending that the reader vote (or not vote) for this candidate. You may, therefore, slant the article in a positive or in a negative manner. You do not need to include all the facts on the list. You may word the information differently, just so you do not actually change the facts.

A NOT-SO-MODEST PROPOSAL

PURPOSE: To provide students with a format for influencing opinion through exaggeration and satire.

NOTES TO THE TEACHER: An abridged version of Jonathan Swift's "A Modest Proposal" is included for younger students or poorer readers. Even if you use this simpler version, you may wish to read the proposal aloud. Take time to discuss individual sentences and paragraphs as you go UNTIL you reach the "shocking proposal". Rush through the reading from this point on so that the horror builds. Even after you finish the reading, many students will not realize that this is a satire, that Swift has no intention of eating babies. Older students can benefit from the full text of the reading which appears in most twelfth grade literature anthologies. Recordings are also available.

PROCEDURE:

1. Duplicate copies of Jonathan Swift's complete "A Modest Proposal" or the abridged version on pages 497-98. Distribute to students and read it aloud. (You may prefer to read the proposal without duplicating any copies.)

2. Once students get over the shock and understand that Swift is being satirical, they will be able to analyze why his proposal has become memorable. In discussion, bring out the following:

   ** Swift is merely exaggerating the indifferent attitude he felt many people had about the starving Irish children.
   ** By logically explaining the benefits, Swift makes his proposal "sound" reasonable.
   ** Swift's proposal would work technically.
   ** Swift's disclaimer that he will not make any profit from the proposal allows him to appear unselfish.
   ** This same disclaimer however, also means that Swift has no eligible children to lose and will not suffer from a plan which we know is vicious and inhumane.
   ** Swift has manipulated us into caring.

3. Once students thoroughly understand Swift's essay, hand out the worksheet, "A Modest Proposal Recycled," page 496. To help students think of problems and "modest"

solutions, you want to let them brainstorm or discuss in small groups. Usually students think up a modest proposal quickly and refuse to talk for fear someone will steal their idea.

4. Students love to share their finished proposals orally, but you should read over them quickly since some proposals are very gory.

*** ADDITIONAL NOTE: Although this assignment seems very difficult, it has been remarkably successful in the classroom. You can make it somewhat easier by letting students write group proposals.

A MODEST PROPOSAL RECYCLED

Read Jonathan Swift's "A Modest Proposal." Study it carefully. Swift is obviously very concerned about the Irish famine victims -- even if that concern is not obvious at first.

Find out what angers you, what problem really bothers you. Work up some indignation about your subject. Then imitate Swift's method.

PARAGRAPH 1:	A "serious," detailed description of the problem.
PARAGRAPH 2:	A sudden, shocking revelation of the proposed "cure".
PARAGRAPH 3:	A list of "advantages" that will follow the adoption of the proposal.
PARAGRAPH 4:	A rejection, or dismissal, of other milder and more sensible solutions, on the grounds that there is no hope of sincere attempts to adopt those milder solutions.
PARAGRAPH 5:	A disclaimer, or denial, of any personal benefit to be gained for yourself if the proposal is adopted.

NOTE: This plan includes a minimum of five paragraphs, but you could easily write several paragraphs for any step if you had enough material.

Remember -- your proposal must be a solution to a real problem, it must be shocking, and it must be workable (even if extreme).

A MODEST PROPOSAL

by Jonathan Swift

It is a melancholy object to those who walk through this great town, or travel in the country, when they see the streets, the roads, and cabin doors crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alm. These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants; who as they grow up either turn thieves, for want of work, or leave their dear native country to fight for the pretender in Spain, or sell themselves to the Barbados . . . .

I think it is agreed by all parties that this prodigious number of children in the arms or on the backs, or at the heels of their mothers, and frequently of their fathers, is, in the present deplorable state of the kingdom, a very great additional grievance; and therefore whoever could find out a fair, cheap, and easy method of making these children sound, useful members of the commonwealth would deserve so well of the public as to have his statue set up for a preserver of the nation . . . .

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasse or a ragout . . . .

A child will make two dishes at an entertainment for friends; and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter . . . .

Those who are more thrifty (as I must confess the times require) may flay the carcass; the skin of which artificially dressed will make admirable gloves for ladies and summer boots for fine gentlemen . . . .

A very worthy person, a true lover of this country, and whose virtues I highly esteem, was lately pleased, in discoursing on this matter, to offer a refinement upon my scheme. He said that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supplied by the bodies of young lads and maidens, not exceeding fourteen years of age nor under twelve; so great a number of both sexes in every country being now ready to starve for want of work and service; and these to be disposed of by their parents, if alive, or otherwise by their nearest relations.

I can think of no one objection that will possibly be raised against this proposal, unless it should be urged that the number of people will be thereby much lessened in the kingdom. This I freely own, and it was indeed one principal design in offering it to the world. I desire the reader will observe that I calculate my remedy for this one individual kingdom of Ireland, and for no other that ever was, is or, I think, ever can be upon earth. Therefore let no man talk to me of other expedients: of taxing our absentees at five shillings a pound: of using neither clothes nor household furniture, except what is of our own growth and manufacture: of utterly rejecting the materials and instruments that promote foreign luxury: of curing the expensiveness of pride, vanity, idleness, and gaming in our women: of introducing a vein of parsimony, prudence and temperance: of learning to love our country in the want of which we differ even from Laplanders . . . of being a little cautious not to sell our country and conscience for nothing: of teaching landlords to have at least one degree of mercy toward their tenants . . . .

I profess, in the sincerity of my heart, that I have not the least personal interest in endeavoring to promote this necessary work, having no other motive than the public good of my country, by advancing our trade, providing for infants, relieving the poor, and giving some pleasure to the rich. I have no children by which I can propose to get a single penny; the youngest being nine years old, and my wife past child-bearing.

WAYS TO MAKE GROUP DECISIONS

PURPOSE: To teach students the three main ways groups reach decisions and to make them aware of the advantages and disadvantages of each method.

NOTES TO THE TEACHER: The activities suggested certainly can be adapted to suit your own class or subject area. The important point is to have students practice each of the three ways -- authority, consensus, and voting.

PROCEDURE:

1. Consensus: Divide the class into groups of five to seven members each. Inform them that the first method they will use in reaching a decision is called consensus, which means:

   a. Looking carefully at all alternatives and consequences.

   b. Sharing power equally in the group so that every individual in the group must finally agree on one alternative or no decision can be reached.

   Point out that a consensus decision requires the group to share respect as well as power. Individuals must listen to each other. The only means they have of reaching a decision is discussion and a final unanimous choice.

   Make a transparency of the worksheet titled, "Brave New World," page 502. Cover up the second and third problems so that students see only problem one. Instruct students to begin work on problem one and to assign a secretary to fill in a decision tree.

   Give students a definite time period to make their decisions. Call time when the period is ups. Then duplicate the worksheet, "Ways of Making Group Decisions," page 501, as a transparency and show only the sections on consensus. Discuss advantages and disadvantages of consensus before proceeding.

2. Authority: Either divide the class into different groups of five to seven or allow students to continue in the same groups to solve problem two. Have each group once again select a secretary. Then designate a Chairperson for each group. Avoid picking "natural" leaders in all groups. Inform group members that they must ask the Chairperson's permission to suggest a solution. The Chairperson may use the brain power of his/her group members or ignore them completely because he/she is the authority. Using authority to make decisions means:

   a. The careful presentation of alternatives.

   b. The power to choose the group's alternatives rests with one individual (in this case) or with one select group.

   Place the "Brave New World" transparency on the overhead and reveal problem two. Tell students the time they will have to complete their decision tree and solve the problem. Call time when the period is up. Place the second transparency on the overhead and show students the advantages and disadvantages of authority as a method of making decisions. Discuss any questions students may have about authority before proceeding.

3. Voting: Once again students need to be in groups of five to seven. This time they are going to explore a third method of making group decisions. Voting is especially important in a free society, especially in terms of weighing consequences. Voting as a method of making decisions means:

   a. Looking carefully at the consequences of alternatives.

   b. Sharing power equally because each individual's vote counts equally.

   c. Recognizing the power of the majority in a group.

   Place the "Brave New World" transparency on the overhead and reveal problem three. This time students have only two alternatives, voting "yes" or "no" on the question. Each student will have to examine the consequences of the two alternatives for him/herself before voting and deciding what alternative the group prefers. Each group should assign a secretary to fill in a decision tree. Give the group a definite period of time to discuss, cast and count votes, and arrive at the group decision.

   Call time and call for each citizen group to report their decision. Write each group's decision on the board. Total the class votes and declare the community decision. If one or more groups chose an alternative not chosen by the majority, point ou to students that "tyranny" of the majority is a real factor in real voting.

   Place the second transparency back on the overhead and discuss the advantages and disadvantages of voting as a decision making method.

4. You may now want to require students to prepare a list of occasions for decisions and to suggest which of the three methods would be best in each case. This will allow them to demonstrate whether or not they have really understood the advantages of each method. You could develop a list yourself and require the students to supply and explain only the method which would be best.

5. A possible follow-up activity is to have students collect examples of the three methods in action in the real world, or to write an essay clearly explaining the advantages and disadvantages of each method, giving specific examples.

NOTE: It is a good idea to rotate secretarial positions if you allow students to remain in the same groups of five to seven through all three activities. Thus, all get some practice in some leadership position. You may also choose to duplicate enough copies of the "Ways of Making Group Decisions" sheet for every student to have one for his own reference.

WAYS OF MAKING GROUP DECISIONS

POSITIVE	NEGATIVE
CONSENSUS	
1. NUMBER OF ALTERNATIVES PRODUCED	1. TIME IT TAKES TO REACH CONSENSUS
2. SHARING OF OTHERS' IDEAS OF CONSEQUENCES	2. DIFFICULTY OF LISTENING TO EVERYONE AND OF CONVINCING EVERYONE
3. THE RESPECT FOR INDIVIDUALS	
AUTHORITY	
1. EFFICIENCY IN TERMS OF TIME	1. LOSS OF INDIVIDUAL POWER
2. FREEDOM FROM ANXIETY WHEN SOMEONE ELSE MAKES THE DECISIONS	2. FRUSTRATION OF HAVING A GOOD IDEA REJECTED
	3. POSSIBLE LACK OF RESPECT FOR INDIVIDUAL DIGNITY
	4. THE FACT THAT THE LEADER MAY BE WRONG, MORALLY OR FACTUALLY
	5. THE VALUES OF THE AUTHORITY MAY NOT BE THOSE PREFERRED BY THE GROUP
VOTING*	
1. RELATIVE EFFICIENCY OF VOTING IN TERMS OF TIME	1. RELATIVE TIME CONSUMED DISCUSSING CONSEQUENCES
2. OPPORTUNITY TO LISTEN TO AND LEARN FROM OTHERS' PREDICTED CONSEQUENCES	2. THE TYRANNY OF THE MAJORITY
3. THE RESPECT FOR THE INDIVIDUAL	3. REJECTION OF YOUR OWN VALUES IN THE GROUP DECISION

* THERE ARE PLURALITY (ALTERNATIVE WHICH RECEIVES MOST VOTES WINS, EVEN IF LESS THAN HALF) AND MAJORITY (OVER ONE-HALF OF MEMBERS AGREEING) RULES FOR DECIDING VOTING WINNERS.

BRAVE NEW WORLD

Your class represents the first group of settlers to arrive in the New World. You are a relatively homogenous group, holding similar religious and political beliefs. Even so, you have several immediate problems to solve before you can begin the business of developing your colony.

PROBLEM ONE: You must agree upon a name for your colony's first settlement. You cannot use any name already reserved by "later" colonists, but must select an appropriate name for your group.

METHOD TO BE USED IN REACHING GROUP DECISIONS: Consensus

PROBLEM TWO: You must select a method of distributing property to settlers. Each group's chairman will report the group's choice between two alternatives at the end of the time period. Remember, you are in a hurry to get started developing and settling the land, but first you must decide who gets what and how much of it.

METHOD TO BE USED IN REACHING GROUP DECISIONS: Authority

PROBLEM THREE: You are to vote on the following question in order to determine first the group's decision and finally the decision for the entire community. You may discuss the consequences (advantages and disadvantages) of voting either way, but your time is limited. The question is:

> Should all citizens be required to serve in the colony's militia?

YES or NO

METHOD TO BE USED IN REACHING GROUP DECISIONS: Voting (Majority Rule)

THE VOTING DECISION

PURPOSE: To help students practice making political decisions while participating in a voting campaign simulation.

NOTES TO THE TEACHER: You may wish to design four issues for this simulation which are more appropriate to your particular class or subject area. For example, you could have students vote on real issues in the news or on historical issues you are studying.

PROCEDURE:

1. Divide the class into two groups to represent our two-party system. If you wish, of course, you can divide the class into more groups, but fairly large groups are needed since each party must later divide into four committees.

2. Read over the student handout, "The Voting Decision", page 505, to familiarize yourself with the eleven steps in the game. Duplicate enough copies of the handout for every student to receive his own copy.

3. Prepare other materials necessary for the game simulation:

   "Sample Registration Form", page 508, enough for every student to have one.

   "Voter Registration Cards", page 509, enough for every student to have one.

   "Official Ballot", page 510, enough for every student to have one, plus extras for those who will make mistakes and need new ballots. You may want to number ballots to assure authenticity.

   Cut apart the "Issues Slips", page 507 so they can be distributed to party leaders later in the game.

   Prepare or direct students to prepare a spiral notebook to use for the precinct rolls. Precinct rolls must include the name, address, party affiliation, and date of registration or last voting date for every officially registered voter in the precinct. (Election officials can use the registration forms to prepare the precinct rolls.)

   You will also need some method of setting up two voting booths. Study carrels or hanging dividers work well.

   Pencils, a table, a ballot box.

4. Once election board officials are selected you may want to meet with them and go over their duties (listed on the student handout). This is a precaution to assure smooth polling. These same students should be responsible for actually setting up the polling station and cleaning up at the end of the simulation.

5. The entire simulation will take a minimum of three class periods. The simulation will probably work better if you actually allot more than the three periods, especially if your students are younger.

6. Reinforce the need for committees to fill in a decision tree on their assigned issues so that the decision-making aspect of voting is emphasized. Many students will otherwise not think seriously enough about the choices before voting. You may even want to require each student to fill out a decision tree on each issue as a homework assignment the night before the election. If you choose to do this, take up committee decision trees so that students cannot just "copy" committee reports. Tell students that their individual decision trees will be confidential.

7. You may wish to bring in an actual election official to speak to the class before the simulation. Sometimes arrangements can be made to borrow real polling station equipment -- machines, ballot boxes, voting carrels, etc.

8. After the simulation, you may want to discuss the following statements or topics:

   a. Vote -- And the Choice Is Yours!
      Don't Vote -- And the Choice Is Theirs!

   b. Those who don't vote, are, in effect, voting.

   c. It doesn't make any difference how you vote as long as you vote.

   d. Some people believe voting is so important that they favor a compulsory voting law or taxing the non-voter. Ask students to consider whether or not they would favor such a law.

   e. The 26th Amendment to the Constitution was ratified at the end of June, 1971, and gave the vote to eighteen year-olds. More than 11 million new citizens from the ages of 18 to 21 were added to the list of eligible voters. Results show that people between the ages of 18 and 24 are the least likely to vote. Ask students to consider the reasons younger Americans do not vote in larger numbers.

18 - 24	42.2%
25 - 34	55.4%
35 - 44	63.3%
45 - 54	67.9%
55 - 64	69.7%
65 +	62.2%

Results of the 1976
Presidential Election
Voting Statistics

NOTE: Remember to remove all political posters and campaign material from the actual polling station prior to the election.

THE VOTING DECISION

Your class has been divided into two political parties in order to simulate a short political campaign. You need to complete the following decisions in order. Use consensus, authority, or voting to make decisions.

Step 1: Choose a name for your party and an animal to serve as your party's symbol. Also choose a party slogan.

Step 2: Choose a leader who can lead the party to victory in evaluating the consequences of alternatives to be settled in an upcoming election. Report choice and method to the Secretary of State.

Step 3: Decide what two party members your party will recommend to the Secretary of State (your teacher) to help set up the election process. If your recommendations are approved by the Secretary of State, your two members will serve on the election board. The election board is responsible for appointing election judges and clerks to staff voting places, watching the other party register voters, and helping arrange tables, chairs, registration, ballots, ballot boxes, voting boothes and so on at the polling place. Report choice and method to the Secretary.

Step 4: Once approved, your election board members must recommend two party members for other duties -- one for election judge and one for election clerk. They may ask for recommendations or volunteers from the entire party or use their own authority to select the members. The election judge and election clerk will register people to vote, serve as election officials helping people to vote, keep order at the polls, check voter registration, and count the ballots. Report choice and method.

Step 5: Party leaders will need to divide their party members into four groups to consider the four issues to be settled in the upcoming election. Each committee will list the negative and positive consequences of one issue on a decision tree and report recommendations for voting to the party as a whole.

> NOTE: Party members will vote as concerned citizens, but as individuals. They are not required to vote as the party recommends. Individual citizens are to use the party to help them weigh the consequences of issues. Using group decision-making skills, both parties may actually arrive at the same decisions for voting on the issues. Parties do not have to disagree. After all, both parties are working for the good of the state as they see it.

Step 6: Party leaders will distribute one issue to each committee. The leader will inform the electorate of all issues. Each committee will fill in its decision tree after discussion and report the group findings to the party.

Step 7: Citizens cannot vote unless they are registered according to state law. Each party is responsible for getting its members to the registration place. The County Election Board will have arranged for the registration place to be equipped with table, chairs, pencils, registration forms, and an American flag. The registration forms will be used to compile the precinct register for use in the polling place during the actual election. During registration, party members should be hearing committee reports on the issues in the upcoming election.

Step 8: The campaign begins. Members of each party can give speeches for or against any issue, providing that your speech states your committe and party stand on the issue and gives specific examples of why you are for or against the consequences of an issue. Posters illustrating the issues in the campaign should be made and displayed. Be sure to include your party name and symbol on every poster.

Step 9: Election officials should advise party members how to proceed during the polling process. Mention:

a. When electors appear in a polling place to vote, they should announce their names and addresses to election officials. Proof of identification must be given by showing your registration card.

b. After identification is established, an election official will check to see if the elector is duly registered.

c. Upon verification, the elector will be asked to sign the poll book.

d. The election official in charge of ballots will then hand the ballots to the elector who will then go to the voting compartment to mark the ballots. Remember that no one should enter the voting booth with you or speak to you during voting. You will be limited to five minutes in the booth so make decisions ahead of time.

e. In marking a ballot, use a black pencil to place an "X" in the "Yes" or "No" space on each issue. No mark should be made on a ballot which would in any way identify the person who voted. If a ballot is torn, soiled, or if the "X" is outside the box, or if a check is used, that ballot is void. It may be returned to the election official and another ballot will be issued. No more than three ballots will be issued under any circumstances so be careful.

f. Before leaving the voting booth, fold your ballot so that the markings are not visible and deliver the ballot to the official in charge of the ballot boxes. In the presence of the voter, the official will place the ballots in the proper box. The voter should then immediately leave the polling place.

Step 10: Vote according to law.

Step 11: When the polls close, election officials will count the ballots, deliver the results to the election board, and the Secretary of State will then announce election results.

CUT APART AND DISTRIBUTE ONE SET OF CARDS TO EACH POLITICAL PARTY LEADER

ISSUES SLIP #1

Should parents have to pay for property their children damage?

YES NO

ISSUES SLIP #1

Should parents have to pay for property their children damage?

YES NO

ISSUES SLIP #2

Should competency tests be required for high school graduation?

YES NO

ISSUES SLIP #2

Should competency tests be required for high school graduation?

YES NO

ISSUES SLIP #3

Should driver's education be required as a qualification for all new driver's licenses?

YES NO

ISSUES SLIP #3

Should driver's education be required as a qualification for all new driver's licenses?

YES NO

ISSUES SLIP #4

Should higher education be tuition-free to all state residents who qualify for college admission?

YES NO

ISSUES SLIP #4

Should higher education be tuition-free to all state residents who qualify for college admission?

YES NO

SAMPLE VOTER REGISTRATION FORM

Name ____
Last First Middle

Address ____
Number Street

____
Town or City Zip Code

Room Number ______________ Class ______________________
Home Room Hour and Teacher

Age __________ Birth Date ___________________________
Month Day Year

Are you a native born citizen? Yes ☐ No ☐

Naturalized? Yes ☐ No ☐

Have you lived in the county 30 days? Yes ☐ No ☐

I swear or affirm that the above statements are true.

____
Signature of Registrant

Subscribed before me ________________________ 19 ________.
Month Day Year

____
Signature of Registrar

Signature of Verifying Official (Teacher) ______________________

DUPLICATE ENOUGH COPIES FOR EACH STUDENT TO RECEIVE A CARD

VOTER IDENTIFICATION CARD name of voter party precinct signature of voter signature of registrar	VOTER IDENTIFICATION CARD name of voter party precinct signature of voter signature of registrar
VOTER IDENTIFICATION CARD name of voter party precinct signature of voter signature of registrar	VOTER IDENTIFICATION CARD name of voter party precinct signature of voter signature of registrar
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CAUTION STUDENTS THAT ALL MATERIAL SHOULD BE PRINTED EXCEPT FOR THE TWO REQUIRED SIGNATURES. No one will be allowed to vote who loses his registration card.

OFFICIAL BALLOT

Place an "X" in the box next to "Yes" or "No" after each question on your ballot. The "X" must be inside the box. No other mark is valid.

Should you make a mistake, soil, or tear your ballot, fold the ballot and return it to the election official who gave it to you. You will then be issued another ballot.

Do not make any distinguishing marks on the ballot which would serve to identify the voter. This will invalidate the ballot.

Do not speak to anyong while you are voting or show your ballot to anyone. Fold your ballot after voting so that your votes do not show.

When you have finished voting, give your ballot to the election official and watch to see that it is placed in the ballot box.

ISSUE # 1: Should parents have to pay for property their children damage?

☐ YES ☐ NO

ISSUE # 2: Should competency tests be required for high school graduation?

☐ YES ☐ NO

ISSUE # 3: Should driver's education be required as a qualification for all new driver's licenses?

☐ YES ☐ NO

ISSUE # 4: Should higher education be tuition-free to all state residents who qualify for college admission?

☐ YES ☐ NO

ORIGINAL SURVEYS

PURPOSE: To practice survey skills on topics related to citizenship, and thus develop greater understanding of professional surveys and their value.

NOTES TO THE TEACHER: You may need to develop one survey as a sample for your students to follow. Generally, a survey should cover about 100 respondents for any real validity. Thus, you could let four or five students work together to administer surveys. Provide students with a ditto to write the survey form and duplicate so that they can use the same form with all respondents.

PROCEDURE:

1. Discuss surveys with students. Mention that a random sample is necessary for any real validity. This means that your students cannot ask only other students, but must reach a random group from many different age and income levels. You may wish to require that your students include some data about respondents on the forms -- name, age, occupation, for example, just as a check. (You may wish to duplicate the handout, "How to Conduct a Survey," page 265 as assistance for your students.)

2. One way to introduce surveys is by using a recent survey by Gallup from the daily newspaper. Ask your students the same questions, tabulate the responses and compare those with the official survey. You can even introduce surveys by asking high interest questions (certainly not related to citizenship) such as favorite song, astrological sign, best television show, and so on. Since students are familiar with these stubjects, they understand the form for the survey and the results better than with more formal topics.

3. You can also use various television show formats as a way of introducing surveys. If you follow the "Family Feud" format, your students could develop an open-ended questionaire with about 20 questions. After duplication, each student could administer about ten forms and all results could be compiled. You could then stage a classroom feud television show, letting two teams play.

4. Once students are really familiar with surveys, assign the eight mentioned on the worksheet, "Suggested Surveys," page 513 . Students could be required to compile a chart to show the results of their surveys and these charts could be posted on the bulletin board. You can undoubtedly think of surveys yourself which might be directly related to local or school issues.

**NOTE: Stress again and again to students that surveys should usually have objective responses -- yes, no, strongly agree, rankings from 1 to 10, multiple choice and so on. Otherwise, it is very difficult to compile answers into a chart which shows the trends in responses.

SUGGESTED SURVEYS

1. Choose five issues of current national interest. Develop a survey questionaire which will allow people to express their opinion on each issue. Try to develop your questions so that respondents can answer objectively. This makes charting results much easier. For example, if your question is "Should the United States sell AWAC planes to Saudi Arabia?" responses might be as follows:

   ______yes ______undecided ______no ______no opinion

2. Think about how voters decide for whom to vote. Develop a survey which asks respondents to rank the different influences on their voting behavior. These might include party affiliation, personality of the candidate, position on issues, advertisements, opinions of friends, past performance, etc.

3. Develop a list of personality traits which might appear in a Presidential candidate. For example, sense of humor, open-mindedness, determination, and so on. Design a survey which would allow respondents to rank those personality traits which they think would be desirable in a President.

4. Develop a basic political knowledge survey. This might include specific questions about state or national political figures. Limit yourself to about ten questions. For example, you might ask people the name of the Lieutenant Governor of Oklahoma, one U. S. Senator from Oklahoma, etc. You could even design a multiple choice form. Be sure that you can objectively formulate your results.

5. Develop a survey to determine what most people consider to be the main qualities of a good leader. Make sure that your survey is objective in form so that you can chart your results. You might ask respondents to check off ten qualities from a list of 20 or so, or use a different format if you wish.

6. Develop a list of problems which affect our nation. Design a survey which would ask respondents to rank problems as to their personal importance to each respondent. You might include such things as inflation, unemployment, defense, balanced budget, etc.

7. Design a survey which asks people to allot one dollar of their tax money. You might do this in a format which lists federal government spending areas and has each person write in how much of each dollar he/she would like to see go for each area. You may need to consult an almanac to see where federal money really goes so you can develop categories.

8. Design a survey which asks people to allot one dollar of their tax money. You might do this in a format which lists state government spending areas and asks each person to write in how much of each dollar he/she would like to see spent in each area. You will need to do some original research to find out how state money is spent.

TIME CAPSULE

PURPOSE: To allow students to practice individual and group decision making within the context of a high-interest activity in cultural exploration.

NOTES TO THE TEACHER: You can easily adapt this assignment by having students develop a "Nostalgic Time Capsule" for a period from the past, or by having them develop a futuristic time capsule.

PROCEDURE:

1. Make a transparency of the handout, "A Problem-Solving Formula", page 474. This outlines each step in the assignment in general, explains what should be accomplished in each step, and suggests a technique to be used for each step.
2. Duplicate and distribute copies of the handout, "A Time Odyssey for the Class of 19____", page 516-7. This outlines more specifically the requirements of the assignment.
3. Divide the class up into groups for each of the ten topics to be examined and included in the time capsule. Caution students to be aware of the fact that these are only suggestions and that they may certainly develop original ideas.
4. Locate a container to use for the time capsule -- a chest, heavy cardboard box, suitcase, trunk, file drawer, whatever you have or get donated for your use. Also make arrangements for a secure place to store the time capsule for literally years. Your school may have a vault which you can use. Some schools have classrooms with "hung" ceilings. If your capsule is small enough, you can actually store it inside the ceiling. Do not bury the capsule unless you have used a water-tight container. Students can certainly be counted on to make suggestions. Determine a time for the capsule to be opened. It should be within the life-time of your students (prospective class reunions or graduation may be appropriate).
5. Devote about four or five class days for the project, ending with the actual loading and storing of the capsule.
6. Afterwards have students fill out the "Evaluation" on page 522.

7. As an additional follow-up activity, you may wish to have students do one of the following:

    a. Research other time capsules -- For Oklahoma's 50th anniversary, a capsule was buried in front of the county courthouse in Tulsa. Among other things, it includes a deluxe 1957 Plymouth, gassed up and ready to go. A contest has already closed to determine the winner who gets to drive it away in 2007. Another interesting capsule is the one buried at the New York World's Fair in 1939.

    b. Prepare an imaginary time capsule of artifacts from today and have students imagine they are archeologists from the far future, just discovering it. Then, have them write about what it reveals about our culture.

A TIME ODYSSEY FOR THE CLASS OF 19___

Your class will be creating a Time Capsule for this year. In your capsule, you will include trivial and not-so-trivial information and objects which reflect the events, interests, and attitudes of your generation.

Below you will find a description of the methods you may use to solve the assignment's problems. You will also find a list of steps to follow in problem-solving. Your teacher will give you a topic for your small group's focus. You must include five or more reports about your topic. Each small group must have at least three physical objects to include in the capsule and no more than five. The topic sheets suggest areas of your topic which you may wish to explore, but you are not limited to those suggestions. Together each small group will decide what areas to explore about the topic, what questions to ask, and what materials the group wants to include to represent their topic in the capsule.

METHODS: Your group will want to brainstorm, conduct buzz sessions, administer polls and surveys, conduct interviews, do library research. Any information you gather by any method should be processed through the entire small group so that all group members reach agreement on a group decision about all written reports and items to be enclosed in the capsule to represent your topic area.

STEPS:

1. Examine the transparency of the "Problem-Solving Formula" so that you are thoroughly aware of the five steps you will use in solving the problems of this assignment.
2. As a group (the whole class), work through step one of the formula, being sure to define the following: exact size and type of container for the capsule, a place to preserve the capsule for the future, a time at which the capsule will be opened.
3. Small groups will choose or be assigned specific areas listed below to investigate using the methods in steps two and three of the formula. Each group should reach agreement on decisions in its specific category.
4. All group members now need to work on step four of the formula which allows for group conferencing to prepare your report for the whole class. This conference should bring your group to a final decision about written reports and items. Be prepared to present any necessary materials in a panel forum at the next step.
5. The fifth step of the formula requires an informal panel presentation by each group to the entire class. You will need to explain your topic, tell what decisions you have made and why, and share the materials you will contribute to the capsule. The entire class can ask questions, make suggestions, and so on after your report.

6. As an adjunct of the last step you will need to revise your group's materials in light of suggestions made by others and actually get all materials in final form for inclusion in the capsule.
7. Place all materials in the capsule, seal the capsule, label the box, and deliver to the place selected for storage.
8. Fill out an individual and group evaluation form on the project.

TOPICS TO BE INCLUDED IN THE CAPSULE:

The Arts
Fashion
Education
Food
Heroes and Heroines
Inventions
Recreation
Transportation
In the News
The Unique and Only Class of ______

THE ARTS

What is the best musical group of the year? The best love song? The funniest song? (Include a tape or record a few stanzas of each song.)

What cartoons and comic strips are our favorites? Why? (Include sample.)

What TV programs offer the best entertainment? The best stories about young people? The most information? (Include pictures of cast, TV program guides.)

What present-day author or book will be most remembered? Explain. Who will be the classic writer of tomorrow? Explain. (Include picture or book itself.)

Describe the mood and types of art that are being painted and drawn today. Predict future developments in the arts -- music, painting, literature, film, television, etc.

If some of the class members have artistic talent, you might include samples of student paintings, drawings, music, stories, poems, etc.

FASHION

Describe or draw typical clothing students might wear for different occasions -- formal, informal, swimming, sportswear, etc. (Include pictures or sketches.)

Describe trends in cosmetics, hairstyles, accessories, colognes that are popular, etc. (Include pictures, sketches, advertisements.)

What trends in clothing do you predict for the time the capsule is to be opened? Explain.

Rank the top two or so popular brands in shoes, shirts, jeans, dresses, perfumes, stockings, and so on. Include a probably range of prices or the actual price on a specific day. (Include a picture chart.)

For each of the best brand products above, list the worst in the same way.

Find out where most of your peers shop, how much they usually spend on clothes and so on. (Include charts, surveys.)

Explain what the clothing styles of your generation say about you as a group, as individuals.

EDUCATION

What are the educational plans of your classmates? What careers, schools, jobs are they planning on? (Include survey or questionnaires.)

What five changes would you like to see in your school in the future? What do you predict your school will really be like when the capsule is opened?

What classes are most of your peers taking? What objects represent your group's school materials, experiences? (Include samples, drawings, symbolic items.)

Draw a floor plan for your school now or a sketch of it as you see it in the future. Include pictures of favorite teachers or all teachers.

RECREATION

Survey and rank in order the three most popular sports of your classmates. What accounts for their popularity?

Name three favorite recreations, excluding sports. Explain student preferences.

Take a poll to find out how much time your classmates spend on watching television, listening to the radio, participating or viewing sports, going to movies, etc. Chart your results.

What are some favorite places your classmates go for recreation? If you could create some new places, what would they be like?

Describe at least three important social occasions your class have enjoyed as a group during the past few years. Give the details -- who, what, where, when, etc. (Include pictures, souvenirs, etc.)

What plays, movies, concerts do your classmates most enjoy? (Include programs, souvenirs, t-shirts, etc.)

TRANSPORTATION

Describe your dream car (or the dream cars of a surveyed group) with all its accessories. (Include sketches.)

Describe the car you (or classmates) would least like to own. Explain.

If you could go anywhere in the United States on a week-long class trip, where would your class choose to go? Why? Include a planned itinerary.

What are the three most commonly used forms of transportation among your classmates. Take a poll and make a graph.

To what other cities do your classmates travel most often and why? Where do they most want to visit and why? Where would they most like to live and why? What about least's for the same questions?

What model cars are available this year? Which ones appeal most to teenagers? What do they cost? (Include brochures, advertisements.)

IN THE NEWS

What are the most important news stories of the year? Of your lifetime? (Include clippings, headlines, photos.)

What do you predict will be the most important stories in the news by the time the capsule is opened? (Include fictional accounts of each event.)

Who are the newsmakers of today? Survey the newspapers and magazines. (Include magazine covers, front pages of newspapers.)

Who are the politicians of today? Who do you predict will lead the nation tomorrow? Why?

How do you see media as changing in the future? Will newspapers, TV, magazines, etc. be different? How?

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FOOD

What is a typical menu from your school cafeteria? A favorite one? The worst? (Include surveys, pictures, descriptions.)

What are some places we like to eat? Explain what each has to offer. What do most students buy there? (Include menus, drawings, etc.)

What junk food do we like? Why? (Include labels.)

List the five foods students most often purchase. Give the approximate prices of each. (Include price charts, packages, labels.)

What are some of the problems in food production and distribution in our day? What problems and/or solutions do you predict for the time when the capsule will be opened?

Comment on the eating and drinking habits of your peer group. Make some predictions about trends in such habits in the future. What do these habits reveal about your generation?

HEROES AND HEROINES

Name three living people who will be remembered for their contributions to your lives and explain why. (Pictures)

Name three people from the past whose lives still influence people today and will continue to do so in the future. Explain.

Poll the class to find out whom they most admire and why. Poll to see what qualities they look for in their heores and heroines. Perhaps build a hero/heroine sheet on which everyone writes a note about the person they most admire and why.

Research at least two heroic deeds performed by youth in recent years. Enclose newspaper clippings or tell the stories and explain what these incidents reveal about the ability of young people to perform great deeds.

What kind of models do young people have today? Describe with examples and explain what this reveals about your generation.

INVENTIONS

Name three inventions that you believe our century can be most proud of. Explain. (Include pictures or drawings.)

Survey and find out what the ten most popular gadgets are today. Explain what their popularity reveals about your generation and time period.

Predict five inventions you expect to have been developed by the time the capsule is opened. Explain why. Predict inventions that you think will disappear or become obsolete. Explain why.

List the three or so inventions that you think teenagers are most dependent upon. Explain why. Survey to find out. Explain the impact of these on teen life. (Include pictures, prices, models, preferences, etc.)

What one invention during your lifetime has done the most good? The most harm? Explain.

How does technology affect the lives of students? Explain. Include comments.

THE UNIQUE AND ONLY CLASS OF __________

Compose at least three questions to be used in interviewing the students represented by the time capsule. Then interview each one and tape the sessions. Try to select questions which will reveal the true interests, attitudes, and goals of your classmates.

Take a group picture of the class or enclose a photograph of each student.

Have each student autograph a sheet of paper with name and birthday. Then have the group think of a special positive quality of each person and write it next to his/her name.

Make up an autograph booklet with one page for each student in the class. Have everyone sign it on each page or on the pages they wish to sign.

Have every student contribute to a drawing from the ideal future world. Sketch in basic outlines and let everyone contribute in some way. Use butcher paper or other soft paper so it can be rolled up.

Have everyone sign a graffiti poster with name, comment, etc. Roll up and include.

Shoot a home movie or take pictures of the class constructing the time capsule.

Prepare a "slang" survey or poster about the most commonly used slang sayings of your group. Or let every student write down his favorite or most used saying.

Have every student write a prediction about him/herself to be included in the capsule. Or let each student choose a quote which he/she thinks applies to him/her or which means something special to him/her to include in the capsule.

Prepare a finder's directory to include in the capsule. Have every person write down a permanent family address where they know they can be reached at the time the capsule is opened -- just in case someone misses the opening.

AN EVALUATION

GROUP'S TOPIC ____

PARTICIPANT'S NAME ____

Individual Evaluation Form

	Low 1	2	Med 3	4	High 5
1. Giving/asking for specific facts, examples, etc.					
2. Expressing opinions honestly and clearly.					
3. Carrying fair shares of responsibility including leadership functions.					
4. Listening to others and reacting to their comments.					
5. Taking a positive attitude toward the discussion.					
6. Focusing on issues rather than personalities.					

Group Evaluation Form

1. Following the basic steps of decision making.					
2. Encouraging participation from everyone.					
3. Evaluating ideas in terms of evidence.					
4. Searching for all possible solutions.					
5. Sticking to a topic.					
6. Arriving at satisfying decisions.					

DEVELOPING ROLE-PLAYING SIMULATIONS

PURPOSE: To allow students to "play" the roles of decision-makers in politics and/or the interest groups which affect or are affected by those decisions.

NOTES TO THE TEACHER: The best simulations are those you develop yourself since you know the abilities and interests of your students far better than anyone else. Additionally, you can develop simulations which suit your subject matter. If you are studying the Civil War, you can develop roles and decisions which actually occurred during the Civil War. If you are studying Macbeth, you can develop roles and decisions which occur in that play. The following are some suggested steps and guidelines which may help you in designing your own role-playing simulations.

PROCEDURE:

1. Roles: Develop a short description of each role that you want to include. This role description should include a title or name for the character so that you can refer to each role specifically. If students are familiar with the character -- Lincoln or Macbeth -- you will not need a long description. However, if the role is unfamiliar, you may need to describe the jobs, special interests, and/or personality traits of the characters. For example:
    a. Job Description: You are the Director for Public Service in our town. You are responsible for such things as sidewalks, garbage pick-up, park development and maintenance, street lights and signs, and maintenance of public buildings. While you are not an elected official, you must try to please as many citizens as possible when you make decisions. You must also balance the needs of the citizens with the need to remain within your allotted budget.
    b. Special Interest Group: You are a lobbyist for a fireworks manufacturer. You are concerned that many cities and states have been passing laws restricting the sale of fireworks. Your job is to try and influence citizens and officials to pass laws which do not damage the business of your employer. At the same time, you and your employer are aware of the dangers of uneducated use and misuse of fireworks. You must seek compromise which will suit both your employer and the public good.
    c. Character Traits: You are a young prince who is much devoted to your mother and father. You have been away at school for several years. Your father has recently died and you have been called home to the funeral. To your shock, you find that your mother has already remarried, and she has married your uncle. You have a natural tendency to depression, melancholy musing, sarcasm, superstition, and revenge.

2. Situations: Once you have developed a set of roles for students to play, you must decide on a decision for them to make (as the assigned characters) or a situation in which to place the role characters. The situation should not be too elaborately set up. If students are to have any latitude in role-playing, they must adapt their characters to the situation. If too much detail is given, they end up merely acting out a script, not playing a role. If you give the group a decision to make, merely state the decision. Instruct the students to then consider the advantages and disadvantages of the decision from the viewpoint of their particular role. For example, if your students are role-playing problems concerning slavery, the role of John C. Calhoun will allow the student to determine the position he/she should take on a decision to abolish slavery. The role of John Brown will allow that student to make the decision on his/her own position. (NOTE: Only if you are designing role-playing situations for very young students should you be extremely specific about positions on situations.) Often you can merely write the situation on the board or describe the situation orally.

3. Simulation in Action: All uses of role-playing are not dramatic, or "acted out". Students can be directed to perform a number of activities while assuming a particular role.

   a. Dramatic Improvisation: This is the most common use of roles and requires that students meet and "act out" their role in a group setting -- "Meeting of the Minds," a Congressional debate, scene from a novel or story. Additionally, a student can perform his role "solo", giving a speech in character.

   b. Personification Writing: The student can assume his/her role and write a first-person narrative, using the "I" form. He/she should assume he/she is Truman and explain why he chose to drop the atomic bomb on Japan. He/she may wish to delve in personality and inner thoughts in such a personification.

   c. Decision Charts: The student can be given a list of decisions to make and be directed to make them in character. For example, a list of various bills can be prepared and the student can be directed to vote as he/she would if he/she represented a large city with a high population below the poverty line. In literature, students can be given a list of choices for action by a character in a novel or play and be asked to decide what the role character would do in light of their reading. The choices need not even be directly related to the story being studied. For example, students could be asked to decide what kind of television shows Walter Mitty would watch, etc.

d. What If? Assignments: In a sense "What If?" assignments are the opposite of personification activities. Instead of having the student assume that he/she is Macbeth with all of Macbeth's personality traits, Macbeth becomes the student. For example, you can ask students to explain what they would have done if they had been Macbeth and met the witches in the moor. The student retains his/her own personality and values but is placed in another person's situation. Such activities often lead students to an understanding of how situations can influence decisions perhaps even more than character or personality, since they will often make the same decisions as the politician or literary character whose place they take.

4. Using Role-Playing in the Classroom: Sometimes teachers avoid using role-playing because they are insecure about the simulation. Unlike most class activities, it is relatively unstructured and teachers often fear that the simulation will not offer enough direction. Oddly enough, the greatest danger in presenting a simulation is over-explanation. You can worry students by making it appear that the simulation is more complex than it is. When the simulation begins, you can still make comments or suggestions if the students need them. Let them get into the spirit of the game before bogging them down with too many details. The best time for extensive discussion is after the simulation. A few other tips include:

a. Familiarize yourself with all roles and situations the evening before you plan to use the simulation.
b. Prepare all handouts, cards, etc. well in advance of the simulation. You may even want to hand them materials the day before to allow them time to study their roles.
c. Tell students that the simulation is new to you and that you may have to make changes as they go through the activity to make the game work better for all parties concerned.
d. If a simulation is just not working, stop it. You are under no obligation to complete the activity if it does not prove useful to your purposes. However, give it a chance. No simulation has demonstrated its uselessness in a ten-minute trial period.
e. Whether you are using simulations in this guide or commercially-available simulations, always feel free to adapt them to suit your students. Most simulations are developed with a specific group in mind. That group may not be exactly like your class.
f. Prepare your own simulations with durable materials, just in case they are really useful and you want to use them again. For example, write out roles on index cards or posterboard and laminate or cover with contact paper. Write out instructions on poster board or on permanent transparencies so that you will not have to prepare them again.

g. Discuss a planned simulation with another teacher who has tried the game or who has students similar to yours in age or interest. See if you get any useful suggestions, but do not be discouraged if another teacher has had unsatisfactory results.
h. Always spend time debriefing after a simulation. Students need that follow-up discussion to see what they should have learned from the simulation, to explain what they did learn, and to see how the simulation fits with other material studied in your class.

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PRACTICING POLITICAL DECISIONS

PURPOSE: To let students practice the many kinds of political decisions they will make later through role-playing within the classroom.

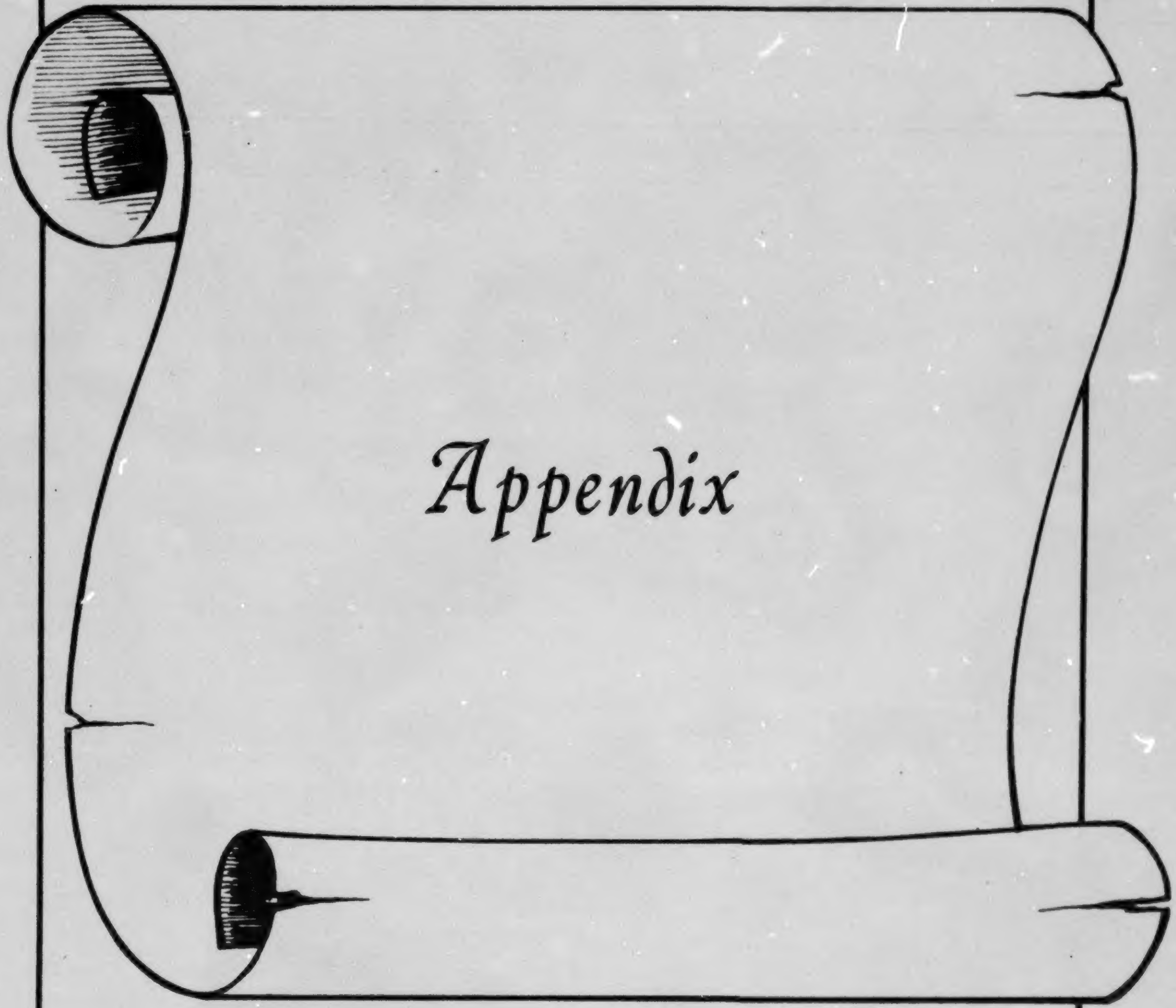
NOTES TO THE TEACHER: Suggestions for role-playing are made below, but you will need to develop specific worksheets to fit your school and community and current issues.

PROCEDURE:

1. Ask your personnel director for about ten job applications for a teaching position. Fill them in with fictitious names and information, but try to be realistic. Provide a wide range of applicants -- some under-qualified, some over-qualified. Also write out a brief personality profile or teaching philosophy for each applicant. Once again, try for variety. Assign the ten applicant roles to different students. Also assign other applicable roles to other students -- departmental chairman, principal, assistant principal, superintendent -- whoever participates in the hiring process at your school. You may want to include a parent and a student for the interview committee. Have students actually present the entire hiring process, interviews, and executive conferences. Then have the executives make a decision as to the teacher they would hire and explain their reasons. (NOTE: Caution students to think like the people they are playing. While a student might want an easy, undisciplined teacher, the principal would not.) Afterwards, conduct a class discussion on the decisions involved in hiring a teacher.
2. Make up a similar assignment, assigning roles for applicants for city manager. You may need to brief students on the job performed by a city manager.
3. Have students role play city council members. Give the group of players so much money to spend for an extensive list of city needs and have each student make his own decision on how it should be spent. For example, you can set an amount of $200,000 for a new playground, remodeling of the high school football field, a meeting place for the elderly, and so on. Just make sure that the council could not possibly buy everything with the amount allotted, so that they are forced to make decisions.
4. You can prepare an activity similar to the one in #3 by having students role play school board members trying to allot money for school needs.
5. Have students prepare decision-making charts on current bills, laws, or political decisions. They can list advantages, disadvantages, and then explain why they choose one side or the other. This can be done with any current issue.

6. Have students follow the formal decision-making chart and process for any class decision -- class party, prom decisions, whatever.

7. The important point is to have students practice decision making formally, seriously weighing advantages and disadvantages before choosing a position.



Appendix

TEACHER TIPS

Using contact or adhesive paper: When using contact paper, store in refrigerator and it will not become tacky. You can pick it up and replace it correctly without ruining your page.

Making impossible copies: For a copy of a page you want in a book or magazine that the pages cannot be removed (1) make a xerox copy of it, (2) make a thermal master copy of the xerox copy and (3) you have a ditto master.

PICTURE FILE

Hunting for a relevant picture can be frustrating. Set up a class picture file ahead of time. Ask parents or students to contribute magazines. When the students have a few minutes to spare, let them look through the magazines and cut out interesting pictures. Mount them on construction paper and file under appropriate headings -- animals, famous people . . .

AGING DOCUMENTS

Copy document on a piece of heavy wrapping paper (butcher paper) in whatever size wanted. Crumple and soak your paper in some strong tea. This gives it a brownish tint in the creases. While the paper is still wet, tear and fray the edges. A hole or two will add authenticity.

TEACHER TIPS

Sawdust Sculpture: Mix wheat paste and water to a thick consistency. Add sawdust until the mixture can be formed into a ball. Give each child a lump to mold into any shape. Dry the shapes for two or three days. They can be painted with tempera.

BREAD SCULPTURE

Break bread into small pieces, add one tablespoon of glue for each slice and knead until the mixture becomes smooth and elastic. After forms are made and before they harden, glaze them with a mixture containing equal parts of water and glue. The hardened sculpture can be painted.

PLAYDOUGH RECIPE

1 cup flour
1/2 cup salt
1 Tbsp. oil
2 Tbsp. cream of tartar
1 cup water
food coloring

Mix in saucepan. Heat over medium fire until it forms a ball; stirring constantly. Store in air-tight container when cool.

WASTEBASKETITIS

Many students work on papers, correct them and throw them in the wastebasket. One way to let parents know more about the students' work -- is to have the students make carryhome folders for their class work. Have them decorate the outside of manila folders or construction paper folders. Each week you can write the date, mark the number of papers and a comment inside. Leave space for the parents to comment. Students take the folders home on Friday and bring them back on Monday.

FREE WIRE

Ask your telephone company for some telephone wire. Strip off the coating, and you have colored wire for stringing popcorn, macaroni . . .

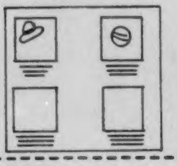
TEACHER TIP

Set aside a period of time in which it is forbidden for anyone to say a word. This could be at different times each day. Students just continue working, if question is needed to be asked, they must use mime. OR

Use the silent time as a pleasure reading time! Everyone needs to read -- teacher -- everyone! This means everyone needs to have a book they can read. If this is school wide - everyone needs to cooperate, so there is no movement

MY WORD DICTIONARY

When learning about other lands make picture dictionaries of some foreign words. In a square draw a picture of word, on first line write word, and on remaining lines write word meaning. Country's name in which words are used in is on the bottom of page.



*Instructor, p. 48, Nov., '72

TEACHER TIPS ON USING THIS GUIDE

1. Use the various "coloring book" pages as stationery sheets for report projects you develop yourself. Although we have suggested ways you can use the forms for autobiographical reporting or designing symbols, you can use the same forms for book reports and creative writing. For example, students could use the Notebook Cover page to design a cover for a novel they had been reading or for their own autobiography.

2. Use the "Preparing a Bibliography" pages as a reference sheet for all research you have your students do. This set of guidelines is especially useful because it includes forms for students to use in reporting their own personal surveys and interviews. It is also a concise, easily duplicable format.

3. Use the "Preparing a Book Report" guidelines if you want your students to report on their reading in a more formal manner. The formal book report can be assigned in addition to the creative report forms suggested throughout the guide.

4. Use the guideline form for letters as a transparency to show students how a business letter should be properly placed on a page. Students can also actually write their letters in the spaces provided or use the guideline sheet under unlined paper to help them write neat, attractive letters.

5. Each month use the blank calendar form to record those birthdays you want your students to note. An extensive listing of people and their birthdays is included for each month in the hope that you can select those which fit your subject matter. You can use the birthdays as assignments for short student reports given orally and thus space reports through the term. You can also mention people whose birthdays occur on a certain day and tell students about their contributions yourself.

6. Directions are included for making a "See-Through" game. This game format can be used for any subject, even quizzing students on mathematical problems and answers. It is very portable, extremely durable, and takes up very little space. You could store literally hundreds of games in one file drawer. Since the games are so easy to make, directions have been written so that older students can understand them. Thus you might want to have students make up the game folders. Even if you are unable to laminate folders, the game is durable enough for multiple use.

7. Two forms of Robert's Rules of Order have been included for your use. One chart is very detailed and includes material which will probably be needed only by your parliamentarian and yourself. The other chart is an abbreviated form and can be followed easily by students at most levels. Use the formal rules for the various full class activities in the guide since such rules lend authority to classroom procedures. In a sense, the rules become a kind of discipline for students who are unfamiliar with group activities.

8. Numerous lists of people have been included which you may use as resource sheets in assigning biographical research reports. Whenever possible, we have included a short label or description or the area of contribution to guide you in selecting a list appropriate to your subject area.

9. Use the "Interviewing" guidelines to help students conduct interviews with those outside the school. Such primary research gives students first-hand experience in accumulating information. We have suggested activities using the interview in the citizenship section, but interviews are also very useful in career units, research paper preparation, and just about any time a student needs information.

10. Use the guidelines offered on "Presenting Your Results Visually" any time students have studied a subject which lends itself to charts, graphs, diagrams, etc. Examples are included on the sheets, but no specific directions are given since students must suit their visuals to their subjects.

11. Several forms are included for use in independent research study. The "Topic" sheet, for example, asks students to briefly outline each step of their research as they seek to answer stated questions. Steps are numbered in the order they should be covered. A space has been allowed for you to write in a final evaluation. You might have the student use the "Topic" sheet as a cover sheet for his entire report. Other spaces include areas for citing sources and indicating both an objective and creative method of demonstrating the knowledge gained by the research. You can then specify a form if you wish -- class demonstration, book report, short story, and so on.

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MISCELLANEOUS CLASSROOM STRATEGIES
FOR DEVELOPING
LEADERSHIP AND CITIZENSHIP

1. Responsibility is vital for students to develop leadership or citizenship, yet most responsibility within the classroom seems to rest with the teacher. Delegate responsibility for those tasks which students can accomplish. For example, choose a class scribe to write down a summary of class activities and homework assignments for each class period. Provide a special notebook for these scribe reports. Whenever students are absent, it then becomes their responsibility to check the notebook for assignments. Rotate the scribe assignment so that all students serve at least once during the year. Actually give grades for this job -- any time a student has to ask you what the class did yesterday, your scribe is in trouble.

   Choose a class librarian who is responsible for periodic book checks, seeing that all students have covered their textbooks, checking supplementary books and materials in and out, and determining that all books are re-shelved at the end of each period. Give grades for this also, and rotate the responsibility.

   Choose a class production manager who is responsible for distributing handouts, emptying the pencil sharpener, refilling the stapler, monitoring class supplies which students use (construction paper, glue, and so on), returning graded papers. Give grades and rotate the responsibility.

   Another position which can be included might be a class attendance clerk to call the role and take up admission slips, check the DNA and absentee and report all to you. (Note that this position may need to be monitored carefully.)

   In short, delegate as many responsibilities as you can. Let a student read the daily bulletin and deliver mail. Let a student put up bulletin boards. Let a student do as many jobs as possible, but always be certain to rotate these positions so that no one student begins to get an inflated idea of his importance and so that no one student is left out of class responsibilities.

2. Citizenship is largely belonging -- to a city, a state, a nation. Consequently, you can help your students by letting them "belong" to your class. Develop a class identity through activities in this guide. Develop class letterheads for writing activities, class flags, mottos, seals, and so on.

3. Citizenship also requires choice. Whenever possible, offer students a choice. Let them choose whether they prefer a multiple-choice or essay test, at least once in a while. Let them choose between two questions on a test or two books for a book report. If several alternatives will meet your needs as the teacher, let them choose between them. They need to begin practicing decision making sometime.

4. Although it may sound like a minor suggestion, the following can almost revolutionize the classroom -- don't repeat assignments. If you speak loudly, slowly, and clearly, there is no reason for a student to miss directions. Many students are so accustomed to teacher repitition that they just don't listen the first two times. Of course, a teacher should still explain material students do not understand, but repeating "Turn to page 10" is a waste of everyone's time.

5. Make up a coupon book for your students. Depending on your students and your own teaching methods, select about 10 to 12 coupons that students have a full year to use. Items might include the following:

   one free "A" on a daily assignment
   one higher letter grade on a test
   one unexcused tardy
   one bathroom pass with no questions
   one personal conference at the convenience of both parties
   one class period working in another teacher's room at teacher request
   one careful editing of a paper before grading
   one free "A" on a spelling test

   Choose items which will not give any student a "free ride" through your class. Even so, if you have 25 or 30 daily grades in a nine weeks (120 in a year), one free "A" on a daily grade won't make much difference. The point of the coupon book is that it gives students a choice. Make a separate column in your grade book for each coupon and check it off when a student turns in a coupon so that no student can miraculously turn in 50 coupons the last day of school and get away with it.

COUPON #1
This coupon good for
ONE FREE "A" ON A DAILY ASSIGNMENT
Assignment____________________Date_______
Signature______________________________

6. Help students develop responsibility for each other by using a "buddy system" in the classroom. Pair students or let them choose partners for the system. Then whenever a student is absent, his/her partner gets an extra copy of all handouts and has them ready for his/her buddy when he/she returns. Telephone numbers can be exchanged so that buddies can call each other for assignments when absent. The buddy even receives returned papers and files them for his/her partner or turns in papers for a buddy who leaves on a field trip or such.

7. Make students responsible for some of the necessary classroom economies. If handouts are reference materials and do not need to be written on, require students to return them in unblemished condition at the end of the nine weeks. Thus, students must keep track of papers and keep them in a neat and orderly condition. Your class librarian can check over returned handouts. Charge students a minimal "ransom" to redeem books, notebooks, and so on left in your classroom. Charge students 1¢ every time they lose handouts, and ask for another. Put this money in a kitty to buy reference books for the classroom. (Note: Clear any such charges with your administrators before putting into effect. If your administrators disapprove, you can charge "labor dues" instead -- washing blackboards, putting handouts together, cleaning desks, and so on.)

8. Communicate your class rules and general curriculum to parents early in the year. Send letters home which explain any rules *before* a problem develops. Make sure both parent and child must sign that they have read such rules (perhaps a detachable portion at the bottom of the letter). File these and use them if a problem occurs later. While ignorance is no excuse, it is best to make students and parents aware of rules and thus responsibile for following them.

9. If you use learning centers, assign a student to be a monitor at each center. This student takes inventory of all materials in the center and where they belong *before* he/she and other students begin using the center. At the end of each period, the monitor checks to see that all materials are replaced exactly as found (even to the point of putting activity cards back in numerical order).

10. Rather than use the standard form schools use for reporting failing notices, develop a specific one for your class. Type up a ditto which lists grades and/or problems for the nine weeks. For Example:

    15 daily assignments
    book report
    bringing materials to class
    test over *Beowulf*
    class participation
    talking during class
    failure to do homework

    List anything that you consider important. Leave room for comments. Include on the form a note to parents that any circled area is deficient and needs improvement. Have a place for parents and the student to sign before it is returned to you. File these for later reference if a student fails. Such a specific report need not be done every nine weeks, but is certainly more effective than vague forms used by all teachers.

PRINTING YOUR OWN ACTIVITY CARDS

You will find designs for 3" x 5" index cards on the next two pages. These are in a form which can readily be printed on your own card stock. Thus, you end up with activity cards which appear professional.

---the front side has a uniform design so that materials can be easily identified.

---the back side will be blank so that you can cut out and mount activities from this guide or create your own to type or write on the cards.

There are eight designs which can be used as you see fit.

You should print from 25 to 35 of each sheet.

Here's how.....

If your school has a photocopy machine which will feed card stock, merely place the master or original in the machine as you usually do and photocopy (xerox) your copies on card stock.

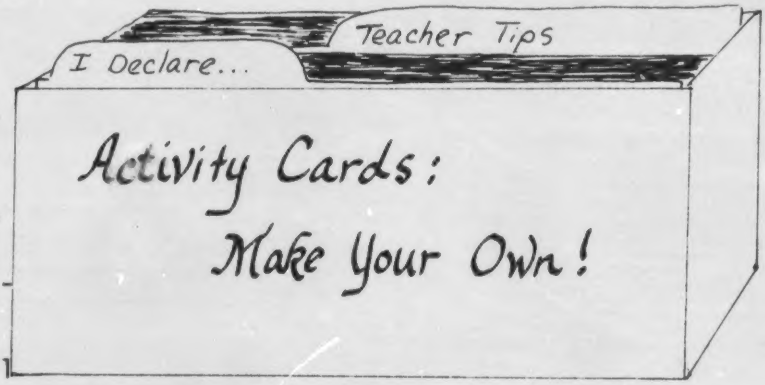
If your school has an offset press, make paper masters of the originals for use on your machine. You can have paper masters made at a lithographers for approximately $4.00 per master. Then run the copies on your machine.

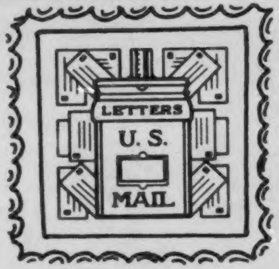
If your school has a mimeograph machine, you have two choices. If you have a stencil cutting machine, use the special masters for its use and have a stencil cut. If you do not have a stencil cutter, you can still make attractive cards by using your infrared thermal machine. You will need to purchase some of the orange infrared thermal stencils (available from 3M). You use these exactly like you use thermal dittos and you use the same machine. You will need a hotter setting, so read the box.

If you have none of these machines at your school, you can still produce these designs by taking the originals to a copy shop which prints materials on card stock. Your expenses will be lower if you have the designs photocopied onto card stock, rather than printed.

Card stock is available from most paper distributors. Take an index card with you to test weight.

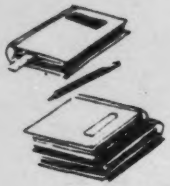
REMEMBER: You can design your own backs for cards and reproduce them in the same way. If you have glued cut-outs onto your originals, make a photocopy before attempting a thermal stencil


Teacher Tips
I Declare...
Activity Cards:
Make Your Own!


LETTERS
U. S.
MAIL

LETTER
WRITING

RESEARCH
TOPICS



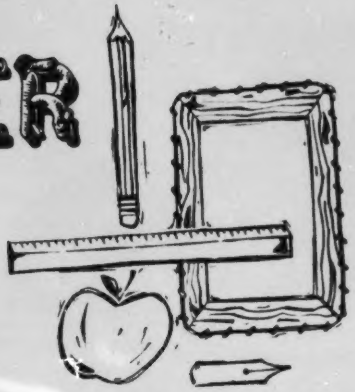
CLIPPINGS

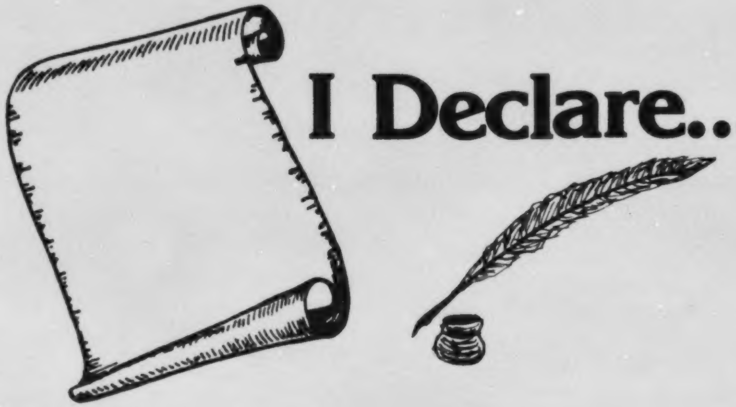
WHO'S
WHO in
biography

PICTURE IT

creative writing

TEACHER TIPS

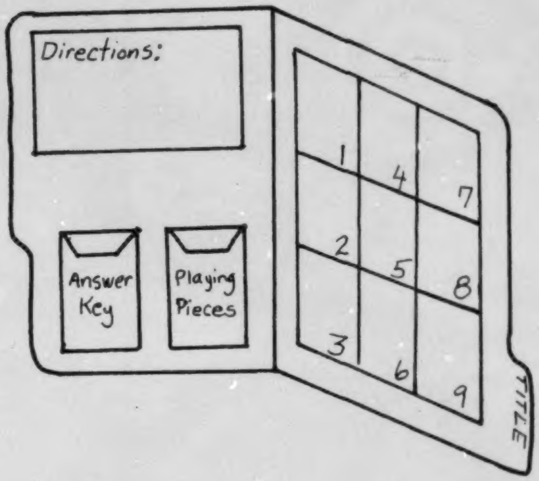




I Declare...

DESIGN IT

MAKING A "See-Through" GAME



MATERIALS:

1. One playing board marked with nine 3" x 2½" rectangles. Board may be drawn inside the folder or drawn on separate paper and attached later.
2. One manila folder.
3. Two library pockets.
4. One acetate transparency sheet, to be cut into nine 3" x 2½" rectangles.
5. Permanent transparency markers, glue stick or rubber cement, colored markers, contact paper or laminating film (optional).

MAKING THE BOARD:

1. Draw nine 3" x 2½" rectangles on the folder or on separate paper.
2. Type or print a question or statement related to subject being studied in each rectangle.
3. Put a number in the lower right-hand corner of each rectangle. (Fig. 1)
4. If separate paper is used, glue it inside back cover of the folder.

MAKING THE PLAYING PIECES:

1. Lay the transparency page over the playing board. Draw off necessary rectangles so that acetate sheet can be cut apart later.
2. Using a permanent marker print the answers to the questions or statements on the game board.
3. Put a letter in the upper right-hand corner of each playing piece. Be careful not to sequence letters with game board questions. (Fig. 2)

A 1	D 4	G 7
B 2	E 5	H 8
C 3	F 6	I 9

D 1	I 4	H 7
C 2	G 5	A 8
E 3	B 6	F 9

D 1	I 4	H 7
C 2	G 5	A 8
E 3	B 6	F 9

MAKING THE ANSWER KEY:

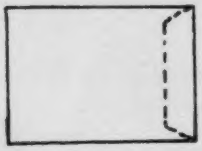
1. Answer key can be made from index card or other scrap material which is sturdy.
2. Cut to 3½" x 3" and rule so that it is a replica of the playing board. (Fig. 3)
3. Number the rectangles as on the game board in the lower right-hand corner.
4. Write in letter of the correct playing piece on appropriate rectangle in the upper right-hand corner.
5. Place in correct pocket on game. (Optional: Laminate or cover with contact paper.)

DIRECTIONS:

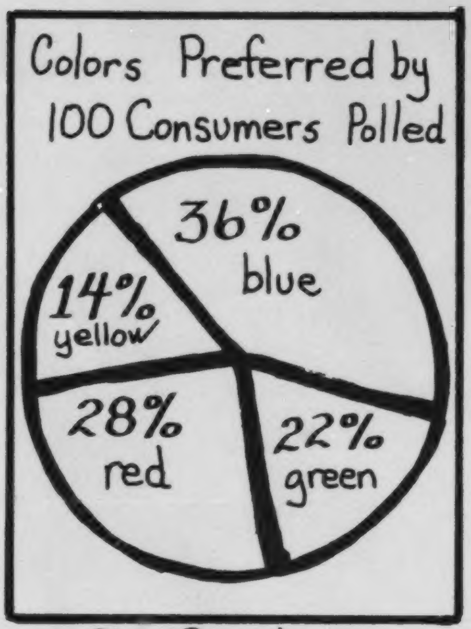
1. Read the question or statement in the first rectangle on the board.
2. Find the "see-through playing piece" that correctly answers the question and place it on the rectangle.
3. Continue until all questions or statements have been covered.
4. Use the answer key to check your work.

FINISHING TOUCHES:

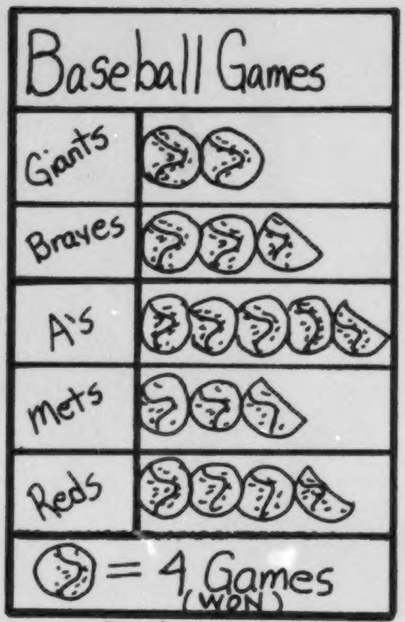
1. Trim and attach library pockets, labeling appropriately. (Fig. 4)
2. Write and attach directions.
3. Attach an illustration to the cover.
4. Label tab of the folder with the name of the game.
5. Laminate or cover with contact paper. (Optional)



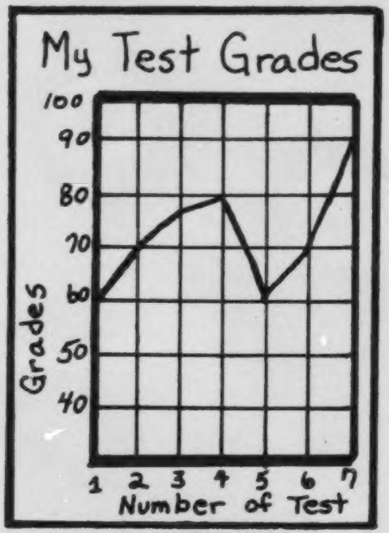
PRESENTING YOUR RESULTS VISUALLY



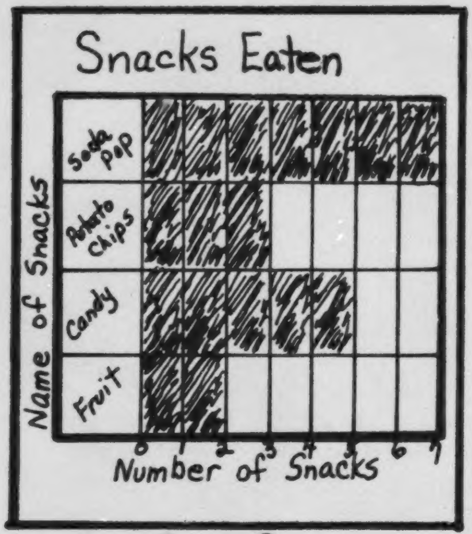
Pie Graph



Pictograph



Line Graph



Bar Graph

Other methods:

Time Line
Model
Display Chart
Scrapbook
Costume

Diorama
Mobile
Picture Chart
Diagram
Puzzle

Brochure
Puppet
Bulletin Board
Game
And many more...

MY CALENDAR ______________________

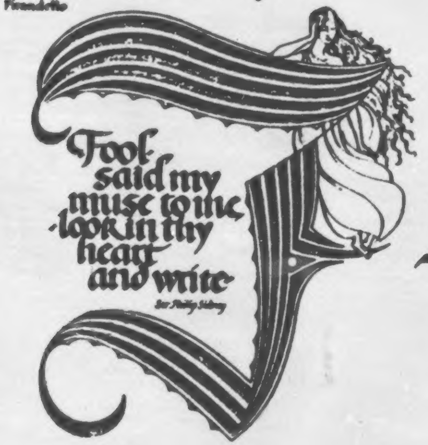
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz

Calligraphy Samples

The birth of a creature
of human fantasy
is a step across the threshhold
between nothing and eternity.
Luigi Pirandello

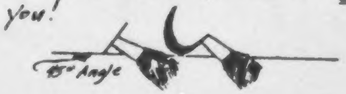
I don't know
what's good,
but I know
what I like!
~ anonymous critic ~


Fool-
said my
muse to me,
look in thy
heart
and write
Sir Philip Sidney

Calligraphy: Defined simply as elegant or
artistic handwriting

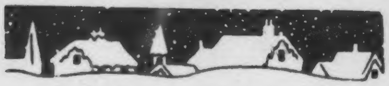
Posture: Your forearm and elbow should rest on the writing surface.

Pen Position: Hold the pen so that the chisel point is at a 45° angle to the line of writing (see drawing) The pen stays at this angle at all times and forms a beautifull Thick and Thin Letter. Do Not put a lot o pressure on the pen - the point does the work for you!



*Printed by permission of Virginia Osgood

Bobby Jones, Student
Deer Creek School



JANUARY

happy new year!

1 Bartolome Murillo (1617) Spanish painter; colorist.
Paul Revere (1735) Patriot; silversmith; engraver.
Betsy Ross (1752) Maker of first American flag.
J. Edgar Hoover (1895) Director of F.B.I.

3 Lucretia Mott (1793) Reformer for women's rights and abolition.

4 Jakob Grimm (1785) German collector of fairy tales.

5 George Washington Carver (1864?) Botanist.
Zebulon Pike (1779) Explorer.

6 Joan of Arc (1412) French national heroine.
Carl Sandburg (1878) Pulitzer prizes in poetry and history.

7 Millard Fillmore (1780) 13th President.

8 Emily Green Balch (1867) Nobel Peace prize.

9 Carrie Chapman Catt (1859) Founder League of Women Voters.
Richard Nixon (1913) 37th President.

10 Ethan Allen (1738) Revolutionary hero.
Robinson Jeffers (1887) Poet.

11 Alexander Hamilton (1755) Statesman; Secretary of the Treasury.
William James (1842) Psychologist; philosopher.

12 Charles Perrault (1628) French writer; *Cinderella; Sleeping Beauty.*
Edmund Burke (1729) English statesman and orator.
John Hancock (1737) First signer of the Declaration of Independence.
Jack London (1876) Writer; *Call of the Wild.*
John Singer Sargent (1856) Painter of murals and portraits.

14 Benedict Arnold (1741) Army officer; traitor.
Albert Schweitzer (1875) French doctor; Nobel Peace prize.

15 Moliere (1622) French writer of comedies; *Tartuffe.*
Martin Luther King, Jr. (1929) Civil rights leader; Nobel Peace prize.

17 Benjamin Franklin (1706) Inventor; statesman; writer; philosopher.
Konstantin Stanislavski (1863) Russian actor and producer.
Anton Chekhov (1860) Russian playwright; *The Cherry Orchard.*

18 Daniel Webster (1782) Lawyer; statesman; orator.
A. A. Milne (1882) Writer; *Winnie the Pooh.*

19 James Watt (1736) Scottish inventor and mechanical engineer.
Robert E. Lee (1807) Commander in Chief of Confederate Army.
Edgar Allan Poe (1809) Father of the modern short story.
Paul Cezanne (1839) French post-impressionist painter.

20 Andre Ampere (1775) French physicist; electrodynamics.
Josef Hofmann (1876) Polish piano virtuoso; composed as Dvorsky.

21 Stonewall Jackson (1824) Confederate general.

22 George Gordon, Lord Byron (1788) British Romantic poet.
Edouard Manet (1832) French impressionist painter.
Sir Francis Bacon (1561) British essayist; scientist; philosopher.

23 Otto Diels (1876) German Nobel Chemistry prize.

25 Robert Burns (1759) Scottish national poet.
Virginia Woolf (1882) British writer; *To the Lighthouse.*

26 Douglas MacArthur (1880) World War II general.

27 Wolfgang Mozart (1756) Austrian composer.
Lewis Carroll (1832) English writer; *Alice in Wonderland.*
Samuel Gompers (1850) Labor leader; A. F. of L.

28 Jackson Pollock (1912) Abstract-expressionist painter.
Sir Henry Stanley (1841) British explorer in Africa.

29 Thomas Paine (1737) Revolutionary patriot; writer.
William McKinley (1843) 25th President.

30 Franklin D. Roosevelt (1882) 32nd President.

31 Franz Schubert (1797) Austrian composer.
John Charles Fremont (1813) Explorer of western United States.
Norman Mailer (1923) Writer; *The Naked and the Dead.*
Zane Grey (1875) Writer of adventure westerns.

FEBRUARY

1 Victor Herbert (1859) Composer of light operas.
Langston Hughes (1902) Writer of peoms, stories, autobiography.

2 James Dickey (1923) Writer; *Deliverance.*
James Joyce (1882) Irish writer; *Ulysses.*

3 Felix Mendelssohn (1809) German composer.
Elizabeth Blackwell (1821) First American female doctor.
Sidney Lanier (1842) Poet; American Hall of Fame.
Horace Greeley (1811) Journalist and political leader.

4 Charles Lindbergh (1902) Aviator; first solo transatlantic flight.
Mark Hopkins (1802) Educator; American Hall of Fame.

5 Roger Williams (1603?) Teacher; founder of Rhode Island.
John Muir (1810) Naturalist; writer.
Adlai Stevenson (1900) Lawyer; politician; diplomat.

6 George "Babe" Ruth (1895) Baseball player.
Ronald Reagan (1911) 40th President.

7 Charles Dickens (1812) British writer; *Great Expectations*.
Sinclair Lewis (1885) Writer; *Babbitt; Arrowsmith*.
Sir Thomas More (1478) British statesman; writer; *Utopia*.
Laura Ingalls Wilder (1867) Writer; *Little House on the Prairie*.

8 Jules Verne (1828) French science fiction writer.
John Ruskin (1819) British art critic and writer.

9 William H. Harrison (1773) 9th President.
Amy Lowell (1874) Poet and critic.

10 Charles Lamb (1775) British essayist and critic.
Boris Pasternak (1890) Russian writer. *Dr. Zhivago*.
William Allen White (1868) Writer and journalist.
Bertolt Brecht (1898) German playwright and poet.

St. Valentine's Day

11 Daniel Boone (1734) Frontiersman.
Thomas Edison (1847) Inventor.

12 Abraham Lincoln (1809) 16th President.
Charles Darwin (1809) British naturalist; *Origin of Species*.

13 Grant Wood (1892) Painter.

14 Thomas Malthus (1766) British economist; population theorist.

15 Galileo Galilei (1564) Italian astronomer and physicist.
Cyrus McCormick (1809) Inventor of the reaper.
Susan B. Anthony (1820) Feminist.

17 Marian Anderson (1902) Opera singer.

18 Alessandro Volta (1745) Italian physicist.
Ernst Mach (1838) Austrian physicist and philosopher.

19 Nicolaus Copernicus (1473) Polish astronomer.
William Jennings Bryan (1860) Lawyer; political leader.
Carson McCullers (1917) Writer; *Heart Is a Lonely Hunter*.

21 Constantin Brancusi (1876) Rumanian abstract sculptor.
W. H. Auden (1907) Anglo-American poet.

22 George Washington (1732) 1st President.
Frederic Chopin (1810) Polish composer.
James Russell Lowell (1819) Poet; essayist; diplomat.
Edna St. Vincent Millay (1892) Poet; playwright.

23 George Frederick Handel (1685) British composer.
Emma Willard (1787) Leader for women's advanced education.
W.E.B. du Bois (1868) Educator; editor; writer.
Samuel Pepys (1633) British diarist.

24 Wilhelm Grimm (1786) German collector of fairy tales.
Winslow Homer (1836) Marine artist.

25 Pierre Auguste Renoir (1841) French impressionist painter.

26 William "Buffalo Bill" Cody (1846) Scout.
John Steinbeck (1902) Writer; Nobel prize; *East of Eden.*
Victor Hugo (1802) French writer; *Les Miserables.*

27 Gioacchino Rossini (1792) Italian composer.
Henry Wadsworth Longfellow (1807) Poet; *Courtship of Miles Standish.*
Alice Hamilton (1869) Physician; pioneer in industrial medicine.

28 Mary Lyon (1797) Educator; American Hall of Fame.
Michel Montaigne (1533) French writer; Father of the essay.

1 Augustus Saint-Gaudens (1848) Sculptor; American Hall of Fame.
William Dean Howells (1837) Man of letters.
Ralph Ellison (1914) Writer; *Invisible Man.*

2 Sam Houston (1793) Political leader; soldier.

3 Alexander Graham Bell (1847) Scientist; invented telephone.

4 Knute Rockne (1888) Football player and coach.

5 Howard Pyle (1853) Writer; illustrator.

6 Michelangelo Buonarroti (1475) Italian painter; sculptor; architect.
Elizabeth Barret Browning (1806) British writer.
Robert Peary (1856) Led first expedition to reach North Pole.

7 Luther Burbank (1849) Horticulturist.
Maurice Ravel (1875) French composer.

9 Amerigo Vesoucci (1451) Italian navigator after whom America is named.

14 Johann Strauss (1825) Austrian composer.
Albert Einstein (1870) Physicist; mathematician; Nobel Physics prize.

15 Andrew Jackson (1767) 7th President.
Charles Wilson Peale (1741) Portrait painter; engraver.

16 James Madison (1751) 4th President.
George Ohm (1787) German physicist; mathematician.

17 Kate Greenaway (1846) British painter; illustrator of children's books.
Rudolph Nureyev (1938) Russian ballet dancer.

18 Grover Cleveland (1837) 22nd and 24th President.
Nikolai Rimsky-Korsakov (1844) Russian composer.
Rudolph Diesel (1858) German engineer; invented diesel engine.
John C. Calhoun (1782) Lawyer; politician.

19 David Livingstone (1813) Scottish missionary and explorer in Africa.
Sir Richard Burton (1821) British Orientalist; explorer.

20 Ovid (43 BC) Roman poet; *Metamorphoses*.
Charles Eliot (1834) Educator.

21 Johann Sebastian Bach (1685) German composer.
Modest Mussorhski (1835) Russian composer.

22 Anthony Van Dyck (1599) Flemish painter.

23 Wernher von Braun (1912) Rocket expert.
Joseph Mallard Turner (1775) British landscape painter; water colorist.

24 Harry Houdini (1874) Magician.
John Wesley Powell (1834) Geologist.
Andrew Mellon (1855) Financier; art patron.

25 Gutzon Borglum (1871) Sculptor; Mt. Rushmore National Monument.
Arturo Toscanini (1867) Italian operatic and symphonic conductor.

26 Robert Frost (1874) Poet.
A. E. Housman (1859) English poet.

27 Nathaniel Currier (1813) Lithographer.
Wilhelm Roentgen (1845) German physicist; discoverer of x-rays.

28 Ricciotti Garibaldi (1847) Italian patriot; political leader.
Jim Thorpe (1888) Athlete.
Raphael Santi (1483) Italian painter.

29 John Tyler (1790) 10th President.

30 Francisco Goya (1746) Spanish painter; etcher; lithographer.
Vincent van Gogh (1853) Dutch post-impressionist painter.

31 Joseph Haydn (1732) Austrian composer.
John Fowles (1926) British novelist; *The French Lieutenant's Woman*.

1 William Harvey (1578) British physician and anatomist.

2 Hans Christian Andersen (1805) Danish writer; collector of fairy tales.
Sergei Rachmaninoff (1873) Russian composer.
Emile Zola (1840) French writer; *Nana*.
Nicholas Butler (1862) Educator; Nobel Peace prize.

3 Washington Irving (1783) Writer; *Legend of Sleepy Hollow*.
John Burroughs (1837) Naturalist.
Dorothea Dix (1802) Reformer for care of the mentally ill.
Henry R. Luce (1898) Editor; publisher; *Time, Life; Fortune*.

5 Booker T. Washington (1856) Educator; Founder of Tuskegee Institute.
Thomas Hobbes (1588) English political philosopher; *Leviathan*.

7 William Wordsworth (1770) British Romantic poet.

10 Joseph Pulitzer (1847) Journalist; publisher; philanthropist.
Clare Booth Luce (1903) Playwright; diplomat; politician.
Frances Perkins (1882) First female Cabinet member.

12 Henry Clay (1777) Statesman; politician.

13 Thomas Jefferson (1743) 3rd President.
Frank Woolworth (1852) Merchant.

14 Christian Huygens (1629) Dutch mathematician; physicist; astronomer.

15 Leonardo da Vinci (1452) Italian artist; inventor.
Henry James (1843) Writer; *The Turn of the Screw*.

16 Wilbur Wright (1867) Inventor; airplane.

17 Thornton Wilder (1897) Playwright; *Our Town*.

18 Clarence Darrow (1857) Lawyer; involved in controversial cases.

19 Adolph Hitler (1889) German dictator.
Roger Sherman (1721) Jurist; statesman.

20 Mohammed (570) Founder of Moslem religion.
Daniel Chester French (1850) Sculptor.

21 Queen Elizabeth II (1926) British queen.
Charlotte Brontë (1816) British writer; *Jane Eyre*.

22 Yehudi Menuhin (1916) Violinist.
Immanuel Kant (1742) German metaphysician; philosopher.

23 William Shakespeare (1564?) British writer; *Hamlet; Macbeth.*
Max Planck (1858) German Nobel Physics prize; quantum theory.
James Buchanan (1791) 15th President.
Sergei Prokofiev (1891) Russian composer.

24 Guglielmo Marconi (1874) Italian Nobel Physics prize; radio pioneer.
Wilhelm de Kooning (1904) Abstract painter.

25 Oliver Cromwell (1599) British Lord Protector.

26 John James Audubon (1785) Ornithologist; artist.
Walter de la Mare (1873) British writer.

27 Samuel Morse (1791) Inventor; telegraph.
Ulysses S. Grant (1822) 18th President.

28 James Monroe (1758) 5th President.

MAY

3 Niccolo Machiavelli (1469) Italian political theorist; *The Prince.*

4 Horace Mann (1796) Educator; American Hall of Fame.

5 Karl Marx (1818) German political philosopher; *Das Kapital.*

6 Sigmund Freud (1856) Austrian founder of psychoanalysis.
Willie Mays (1931) Baseball player.
T. H. White (1915) British writer; *Once and Future King.*

7 Robert Browning (1812) British poet; dramatic monologues.
Johannes Brahms (1833) German composer.
Peter Tchaikovsky (1840) Russian composer.
Archibald MacLeish (1892) Poet.

8 Harry S. Truman (1884) 33rd President.

9 John Brown (1800) Abolitionist.
Henry Kaiser (1882) Industrialist.

11 Irving Berlin (1888) Song writer.

12 Florence Nightingale (1820) British founder of modern nursing.
Yogi Berra (1925) Baseball player.
Henry Cabot Lodge (1850) Statesman; political leader.
Dante Gabriel Rossetti (1828) British poet; painter.

13 Daphne du Maurier (1907) British writer; *Rebecca.*

14 Gabriel Fahrenheit (1686) German physicist.
Thomas Gainsborough (1727) English painter or portraits and landscapes.

15 Pierre Curie (1859) Co-discoverer of radium.
Katherine Anne Porter (1894) Writer;

17 Edward Jenner (1749) Physician; vaccination against smallpox.

18 Walter Gropius (1883) Architect.
Betrand Russell (1872) British mathematician and philosopher.
Margot Fonteyn (1919) Ballet dancer.

19 Malcolm X "Little" (1925) Religious and political leader.

20 John Stuart Mill (1806) English philosopher and economist.
Emile Berliner (1851) Inventor; microphone and others.

21 Albrecht Durer (1471) German painter, engraver.
Glenn Curtiss (1878) Aviator; inventor of the hydroplane.
John Singleton Copely (1772) Portrait painter.

22 Alexander Pope (1688) British poet, literary critic.
Richard Wagner (1813) German composer.
Mary Cassatt (1845) Impressionist painter.
Robert Millikan (1868) Nobel Physics prize.

23 Franz Kline (1910) Abstract-expressionist painter.

24 Victoria I (1819) British ruler.

25 Ralph Waldo Emerson (1803) Essayist and poet; transcendentalist.
Gene Tunney (1898) Pugilist.

27 Julia Ward Howe (1819) Social reformer; lecturer.
Cornelius Vanderbuilt (1794) Industrialist; financier.

28 Louis Agassiz (1807) Naturalist.

29 Patrick Henry (1736) Statesman; orator.
John F. Kennedy (1917) 35th President.

30 Countee Cullen (1903) Poet.

31 Walt Whitman (1819) Poet.

JUNE

1 Brigham Young (1801) Mormon leader; founder of Utah.

2 Thomas Hardy (1840) British novelist and poet;

3 Jefferson Davis (1808) President of the Confederacy.
Charles R. Drew (1904) Father of blood plasma.

5 Socrates (469 BC) Philosopher.
Adam Smith (1723) Scottish economist;

6 Nathan Hale (1755) Revolutionary patriot.
Thomas Mann (1875) Writer; Nobel prize; *Mario and the Magician.*
Alexander Pushkin (1799) Russian writer.

7 Gwendolyn Brooks (1917) Writer.
Paul Gaugin (1848) French symbolist painter.

8 Diego Velazquez (1599) Spanish painter.
Robert Schumann (1810) German composer.
Frank Lloyd Wright (1869) Architect.

9 Peter the Great (1672) Russian emperor.
Cole Porter (1893) Composer and lyricist.
George Stephenson (1789) Developed first successful steam locomotive.

11 John Constable (1776) British landscape painter.
Richard Strauss (1864) German composer.
Jeannette Rankin (1880) First woman elected to U.S. Congress.
Ben Jonson (1572) British playwright; poet; *Volpone.*

13 William Butler Yeats (1865) Irish poet; Nobel prize.

14 Harriet Beecher Stowe (1811) Writer; *Uncle Tom's Cabin.*

15 Rembrandt van Rijn (1606) Dutch painter; group and individual portraits.
Edward Grieg (1843) Norwegian composer.

17 James Weldon Johnson (1871) Poet; editor.

18 Igor Stravinsky (1882) Composer.

19 Blaise Pascal (1623) French scientist; mathematician; philosopher.
Lou Gehrig (1903) Baseball player.

20 Audie Murphy (1924) Most-decorated soldier of World War II.

21 Jacques Offenbach (1819) German/French composer.
Henry Ossawa Tanner (1859) Painter; religious subjects.

24 Henry Ward Beecher (1813) Clergyman; orator; American Hall of Fame.

25 John Raleigh Mott (1865) Nobel Peace prize; YMCA leader.

26 Pearl S. Buck (1892) Writer; Nobel prize; *The Good Earth.*
Babe Didrikson (1914) Athlete.

27 Helen Keller (1880) Author; speaker.
Paul Lawrence Dunbar (1872) Poet.

28 Henry VIII (1491) British ruler.
John Wesley (1703) English minister; founder of Methodism.
Jean-Jacques Rousseau (1712) French philosopher; author.

29 Peter Paul Rubens (1577) Flemish painter.

2 Thurgood Marshall (1908) First black appointed to Supreme Court.

3 Stephen Foster (1826) Song writer; American Hall of Fame.
Louis Armstrong (1900) Jazz musician.
Nathaniel Hawthorne (1804) Writer; *The Scarlet Letter.*
Calvin Coolidge (1872) 30th President.

5 P. T. Barnum (1810) Showman.
Cecil Rhodes (1853) British financier; administrator in South Africa.

6 John Paul Jones (1747) Revolutionary naval hero.

8 Jean de La Fontaine (1621) French fabulist.
John D. Rockefeller (1839) Oil magnate; philanthropist.
Ferdinand Zeppelin (1838) German developer of airships.

9 Elias Howe (1819) Inventor of the sewing machine.
Nikola Tesla (1856) Electrician and inventor.

10 James Abbott McNeill Whistler (1834) Painter; American Hall of Fame.
Mary McLeod Bethune (1875) Activist for black education.
John Calvin (1509) French theologist and reformer.

11 E. B. White (1899) Essayist; columnist.
John Quincy Adams (1767) 6th President.
John Wanamaker (1838) Merchant; developer of department store.

12 Henry David Thoreau (1817) Writer; American Hall of Fame; *Walden.*
George Eastman (1854) Industrialist; inventor photography area.
Josiah Wedgwood (1730) English potter.
Oscar Hammerstein II (1895) Playwright.

14 Gerald Ford (1913) 38th President.

16 Mary Baker Eddy (1821) Founder of Christian Science.
Joshua Reynolds (1723) English portrait painter.
Roald Amundsen (1872) First expedition to reach the South Pole.
Jean Baptiste Corot (1796) French landscape painter.

17 John Jacob Astor (1763) Fur trader and financier.
Isaac Watts (1674) English theologian; founder of the modern hymn.

18 St. Frances Xavier Cabrini (1850) First American saint.
William Thackeray (1811) English novelist; *Vanity Fair.*

19 Edgar Degas (1834) French impressionist painter.

21 Ernest Hemingway (1899) Journalist; novelist; Nobel prize.

24 Simon Bolivar (1783) South American revolutionary leader.
Amelia Earhart (1898) First woman to cross Atlantic in an airplane.
Alexander Dumas pére (1802) French writer; *The Three Musketeers.*
Ambrose Bierce (1842) Writer; journalist; *Devil's Dictionary.*

25 Thomas Eakins (1844) Painter and Sculptor.

26 George Bernard Shaw (1856) British playwright; critic; *Pygmalion.*

28 Dag Hammarskjold (1905) Swedish Nobel Peace prize; U.N. Secretary General.
Gerard Manley Hopkins (1844) English Jesuit and poet.

29 Benito Mussolini (1883) Italian dictator.

30 Emily Brontë (1816) British novelist; *Wuthering Heights.*
Henry Ford (1863) Industrialist; automobile manufacturer.

31 John Ericsson (1803) Scottish engineer and inventor.

AUGUST

VACATION TRIPS

1 Francis Scott Key (1779) Writer of "Star Spangled Banner;" lawyer.
Herman Melville (1819) Writer; *Moby Dick; Billy Budd.*
Maria Mitchell (1818) Astronomer; educator; American Hall of Fame.

2 John Sloan (1871) Painter of landscapes, figures, and portraits.
James Baldwin (1924) Writer; *Go Tell It on the Mountain.*

3 Ernest Taylor Pyle (1900) War correspondent.

4 Percy Bysshe Shelley (1792) British Romantic poet.

6 Alexander Fleming (1881) British bacteriologist; Nobel Chemistry prize.
Alfred, Lord Tennyson (1809) British poet.

7 Ralph Bunche (1904) Nobel Peace prize; diplomat.

9 John Dryden (1631) British poet.

10 William Harnett (1848) Painter; still life studies.
Herbert Hoover (1874) 31st President.

12 Mary Roberts Rinehart (1876) Writer of fiction and plays.

13 Annie Oakley (1860) Markswoman.
J. L. Baird (1888) Scottish inventor; influenced television.
Alfred Hitchcock (1899) Director; producer of films.

14 John Galsworthy (1867) British novelist; playwright; Nobel prize.

15 Edna Ferber (1887) Writer of stories set in mid-West; novelist.
Sir Walter Scott (1771) British poet; novelist; *Ivanhoe*.
Napoleon Bonaparte (1769) French emperor.

16 Antoine Lavoisier (1743) French chemist; father of modern chemistry.

17 David Crockett (1786) Frontiersman.

19 Benjamin Harrison (1833) 23rd President.

21 Wilt Chamberlain (1936) Basketball player.

22 Dorothy Parker (1893) Writer.
Claude Debussy (1862) French composer.
C. F. Jenkins (1867) Inventor.

23 Edgar Lee Masters (1869) Poet; *Spoon River Anthology*.

25 Bret Harte (1836) Writer about the West.

26 Joseph Montgolfier (1740) French inventor; hot air balloon.

27 Lyndon B. Johnson (1908) 36th President.
Charles Gates Dawes (1865) Nobel Peace prize; lawyer; politician.

28 Elizabeth Ann Seton (1774) First American-born saint.
Johann Goethe (1749) German writer; *Faust*.

29 Oliver Wendell Holmes (1809) Writer.
Count Maeterlinck (1862) Belgian poet; dramatist; essayist.
John Locke (1632) English political philosopher; contract theory.

30 Roy Wilkins (1901) Civil rights leader; NAACP director.
Ernest Rutherford (1871) British Nobel Chemistry prize; physicist.

31 Alan Jay Lerner (1918) Playwright; *Camelot; My Fair Lady.*
Maria Montessori (1870) Italian physician and children's educator.

3 Louis H. Sullivan (1850) Architect.

5 Cardinal Richelieu (1585) French statesman and cardinal.

6 Jane Adamss(1860) Nobel Peace prize; social worker.
Marquis de Lafayette (1757) French statesman and officer.

7 Elizabeth I (1533) British ruler.
Anna Mary "Grandma" Moses (1860) Primitive painter.

8 Antonin Dvorak (1841) Czechoslovakian composer.
Richard I (1157) British ruler.
Peter Stuyvesant (1610) Last Dutch governor of New York.

9 Luigi Galvani (1737) Italian scientist; metallic arc.
William the Conqueror (1027) British ruler.
Leo Tolstoy (1828) Russian writer; *War and Peace.*

11 O. Henry (1862) Master of the short story.
D. H. Lawrence (1885) English writer; *Sons and Lovers.*

12 Jesse Owens (1913) Athlete.
Irene Joliet-Curie (1897) Nobel Chemistry prize.

13 Walter Reed (1851) Army surgeon; conquered yellow fever.
Sherwood Anderson (1876) Writer; *Winesburg, Ohio.*

14 Friedrich von Humboldt (1769) German naturalist; climatologist.
Ivan Pavlov (1849) Russian physiologist.
Margaret Sanger (1883) Leader in the early birth control movement.

15 James Fenimore Cooper (1789) Writer; *The Deerslayer.*
William Howard Taft (1857) 27th President.
Claude McKay (1890) Writer.

16 Tintoretto (1518) Italian painter; religious subjects; portraits.
Francis Parkman (1823) Historian; American Hall of Fame.

17 William Carlos Williams (1883) Physician; writer.

18 Samuel Johnson (1709) British lexicographer; critic; conversationalist.

20 Upton Sinclair (1878) Writer; *The Jungle.*
Elizabeth Kenney (1886) Australian nurse pioneered poliomyelitis treatment.

21 H. G. Wells (1866) British science fiction writer; *The Time Machine.*

22 Euripides (484 BC) Greek playwright; *Medea.*
Augustus Caesar (63 BC) First Roman emperor.
Michael Faraday (1791) English chemist; physicist.

23 Victoria Woodhull (1838) First woman to run for U.S. president.
William McGuffey (1800) Educator; developer of McGuffey's *Eclectic Readers.*

24 John Marshall (1775) Supreme Court Chief Justice.
F. Scott Fitzgerald (1896) Writer; *The Great Gatsby.*

25 Alfred Vail (1807) Inventor; telegraphy; Morse code.
Dmitri Shostakovich (1906) Russian composer.
William Faulkner (1897) Writer; Nobel prize; *Sound and the Fury.*

26 John "Johnny Appleseed" Chapman (1775) Pioneer.
George Gershwin (1898) Composer.
T. S. Eliot (1888) Poet; critic; Nobel prize.

27 Samuel Adams (1722) Patriot; statesman.

28 Frances Elizabeth Willard (1839) Educator; social reformer.
Kate Douglas Wiggins (1856) Writer; educator; *Rebecca of Sunnybrook Farm.*

29 Horatio Nelson (1758) British naval hero.
Enrico Fermi (1901) Italian physicist; Nobel Physics prize.

OCTOBER

1 Jimmy Carter (1924) 39th President.

2 Mohandas Gandhi (1869) Indian Nationalist leader; pacifist.
Cordell Hull (1871) Statesman; Nobel Peace prize.

3 Thomas Wolfe (1900) Writer; *Of Time and the River.*

4 Rutherford B. Hayes (1822) 19th President.
Jean Francois Millet (1814) French genre and landscape painter.
Frederic Remington (1861) Western painter; sculptor; illustrator.

5 Chester A. Arthur (1830) 21st President.
Jonathan Edwards (1703) Puritan minister; speaker; writer.

6 Le Corbusier (1887) Swiss architect; painter; writer.
George Westinghouse (1846) Inventor; manufacturer; Hall of Fame.

7 James Whitcomb Riley (1849) Poet; dialect.
Niels Bohr (1885) Nobel Physics prize; Danish physicist.

9 Camille Saint-Saens (1835) French composer.

10 Guiseppe Verdi (1813) Italian composer.
Benjamin West (1738) Historical painter.
Jean Antoine Watteau (1684) Pastoral painter; French.

11 Eleanor Roosevelt (1884) Diplomat; humanitarian.

13 Molly Pitcher (1754) Revolutionary War heroine.

14 William Penn (1644) Founder of Pennsylvania.
e e cummings (1894) Poet; painter.
Dwight D. Eisenhower (1890) 34th President.

15 Virgil (70 BC) Roman poet; *The Aeneid*.
Helen Hunt Jackson (1830) Reformer for American Indian rights.

16 Noah Webster (1758) Lexicographer.
Oscar Wilde (1854) Writer; *The Picture of Dorian Gray*.
Eugene O'Neill (1888) Playwright; Nobel prize; *Emperor Jones*.

17 Arthur Miller (1915) Playwright; *Death of a Salesman*.

19 John Adams (1735) 2nd President.

20 Sir Christopher Wren (1632) British architect.
John Dewey (1859) Educator; philosopher.

21 Alfred Nobel (1833) Founder of Nobel prizes; inventor of dynamite.

22 Franz Liszt (1811) Hungarian composer.

24 Sarah Bernhardt (1844) Actress.

25 George Bizet (1881) French composer.
Pablo Picasso (1881) Spanish painter; sculptor.
Richard E. Byrd (1888) Polar explorer.

27 Theodore Roosevelt (1858) 26th President.
Dylan Thomas (1914) British poet; autobiographer.
James Cook (1728) British explorer in the Pacific.

28 Jonas Salk (1914) Physician; poliomyelitis vaccine.

29 Edmund Halley (1656) British astronomer.
John Keats (1795) British Romantic poet.
James Boswell (1740) Biographer; lawyer.

31 Jan Vermeer (1632) Dutch landscape, portrait, genre painter; colorist.
Juliette Gordon Low (1860) Founder of Girl Scouts in America.

NOVEMBER

1 Crawford Long (1815) Physician; first to use ether as anaesthetic.
Stephen Crane (1871) Writer; *Red Badge of Courage.*

2 Father Junipero Serra (1713) Spanish explorer and missionary.
James Polk (1795) 11th President.
Warren Harding (1865) 29th President.
Auguste Rodin (1840) French sculptor.

3 William Cullen Bryant (1794) Poet; editor.

4 Will Rogers (1879) Humorist.
Richard Brinsley Sheridan (1751) British dramatist; *The Rivals.*

6 John Philip Sousa (1859) Bandmaster; composer.
Ignace Paderewski (1860) Polish pianist; statesman.

7 Marie Curie (1867) Nobel Physics prize; discovery of radium.

10 Martin Luther (1483) German theologist and reformer.
William Hogarth (1697) British pictorial satirist; engraver; painter.
Oliver Goldsmith (1728) British poet; playwright; novelist.
Vachel Lindsay (1879) Poet.

11 Ephraim McDowell (1771) Surgeon.
George Patton (1885) World War II General.
Feodor Dostoevski (1821) Russian novelist; *Crime and Punishment.*

12 Aleksandr Borodin (1834) Russian composer.
Elizabeth Cady Stanton (1815) Women's suffrage leader.

13 Robert Louis Stevenson (1850) Essayist; novelist; poet.
James Clerk Maxwell (1831) Scottish physicist.

14 Robert Fulton (1765) Inventor; American Hall of Fame.
Claude Monet (1840) French impressionist; landscapes.
Leo Henrik Baekeland (1907) Pioneer in plastics development.

15 Marianne Moore (1887) Poet.
Georgia O'Keeffe (1887) Landscape and muralist painter.
Erwin Rommel (1891) German general in World War II.

16 William C. Handy (1873) Musician; composer.

17 Nicolas Appert (1749) French developer of food preservation by canning.

18 Louis Daguerre (1789) French inventor of practical photography.

19 James Garfield (1831) 20th President.

20 Selma Lagerlof (1858) Swedish Nobel prize winner in literature.
L. E. Waterman (1837) Manufacturer; inventor of first fountain pen.

21 Jean Voltaire (1694) French writer; philosopher.

22 Wiley Post (1898) Aviator.
George Eliot (1819) Novelist; *Silas Marner*.
Charles de Gaulle (1890) French soldier; political leader.
Richard Wright (1939) Writer; *Native Son; Black Boy*.

23 Franklin Pierce (1804) 14th President.

24 Zachary Taylor (1784) 12th President.
Carlo "Collodi" Lorenzini (1826) Italian writer; *Pinocchio*.
Henri Toulouse-Lautrec (1864) French painter; posters; illustrations.

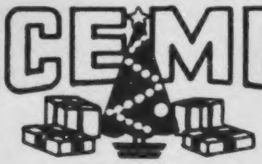
25 Andrew Carnegie (1835) Industrialist; humanitarian.
Ethelbert Nevin (1862) Composer.
Carrie Nation (1846) Temperance agitator.

28 William Blake (1757) British poet; artist; mystic; engraver.

29 Louisa May Alcott (1832) Writer; *Little Women*.

30 Jonathan Swift (1667) Irish satirist; *Gulliver's Travels*.
Samuel Clemens "Mark Twain" (1835) Humorist; writer; *Tom Sawyer*.
Winston Churchill (1874) British statesman; writer; historian.
Philip Sidney (1534) British poet; statesman; soldier.
Shirley Chisholm (1924) Reformer; political leader.

DECEMBER



2 William Randolph Hearst, Jr. (1915) Newspaper publisher.

3 Gilbert Charles Stuart (1755) Painter of portraits.

4 Kandinsky (1866) Russian post-impressionist painter.
Thomas Carlyle (1795) Scottish essayist; historian; biographer.

5 Martin Van Buren (1782) 8th President.
Walt Disney (1901) Animated cartoonist; producer of children's films.

7 Willa Cather (1876) Writer; *My Antonia.*
Richard Warren Sears (1863) Merchant; developer of mail order business.
Mary Queen of Scots (1542) Scottish ruler.

8 Eli Whitney (1765) Inventor of the cotton gin.
Joel Chandler Harris (1848) Writer; collector of black folk stories.
Horace (65 BC) Roman lyricist poet and satirist.

9 John Milton (1608) English poet and essayist.

10 Emily Dickinson (1830) Poet.

11 Hector Berlioz (1803) French composer.

12 John Jay (1745) First Chief Justice of the Supreme Court.

13 Alvin York (1887) Soldier; Hero of World War I.

15 Antoine Becquerel (1852) French Nobel Physics prize.

16 Ludwig von Beethoven (1770) German composer.
Margaret Mead (1901) Anthropologist; writer.
Jane Austen (1775) Writer; *Pride and Prejudice.*

17 John Greenleaf Whittier (1807) Poet; abolitionist; Hall of Fame.

18 Edward MacDowell (1861) Composer; American Hall of Fame.
H. H. Munro "Saki" (1870) British humorist; political satirist.

21 Giacomo Puccini (1858) Italian operatic composer.

22 Edwin Arlington Robinson (1869) Poet.
James Oglethorpe (1696) British philanthropist; founder of Georgia.
Frank Billings Kellogg (1856) Statesman; Nobel Peace prize.

24 Kit Carson (1809) Frontiersman.
Matthew Arnold (1822) British poet; critic.
Joseph Stalin (1879) Russian political leader.

25 Isaac Newton (1642) Mathematician; scientist; gravity and optics.
Clara Barton (1821) American Red Cross founder.

27 Louis Pasteur (1822) French chemist; pasteurization process.

28 Woodrow Wilson (1856) 28th President.

29 Andrew Johnson (1808) 17th President.
Charles Goodyear (1800) Inventor; vulcanization process.

30 Rudyard Kipling (1865) Writer; *The Jungle Book.*

31 Henri Matisse (1869) French post-impressionist painter.
Jacques Cartier (1491) French sailor and explorer; St. Lawrence River.
George Catlett Marshall (1880) World War II general; Nobel Peace prize.

QUOTABLE QUOTES: THOUGHTS FOR THE DAY!

"The difficult we do immediately; the impossible takes a little longer."
---An Air Force Motto

Ladder of Achievement

100% - I did
90% - I will
80% - I can
70% - I think I can
60% - I might
50% - I think I might
40% - What is it?
30% - I wish I could
20% - I don't know how
10% - I can't
0% - I won't

---Anonymous

"For what avail
plow or sail,
Or land or life,
if freedom fail?
---Anonymous

"There is Jackson, standing like a stonewall."
---Bernard Bee

"God asks no man whether he will accept life. That is not the choice. You must take it. The only choice is how."
---Henry Ward Beecher

"A thoughtful mind . . . sees not the flag alone,
but the nation itself. . . the principles, the truths,
the history."
---Henry Ward Beecher

"Great things are done when men and mountains meet."
---William Blake

"Never be afraid to stand with the minority when the minority is right, for the minority which is right will one day be the majority; always be afraid to stand with the majority which is wrong; for the majority which is wrong will one day be the minority."
---William Jennings Bryan

"I'd rather be right than President."
---Henry Clay (1777-1852)

"Every great discovery I ever made, I gambled that the truth was there, and then I acted on it in faith until I could prove its existence."
---Arthur H. Compton
(Nobel Prize Physicist)

"Your sole contribution to the sum of things is yourself."
---Frank Crane

"You can never have a greater or a less dominion than that over yourself."
---Leonardo da Vinci

"The measure of success is not whether you have a tough problem to deal with, but whether it's the same problem you had last year."
---John Foster Dulles

"There is no substitute for hard work."
---Thomas A. Edison

"Show me a thoroughly satisfied man, and I will show you a failure."
---Thomas A. Edison

"A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving."
---Albert Einstein

"The secret of education lies in respecting the pupil."
---Ralph Waldo Emerson

"The hero is no braver than an ordinary man, but he is brave for five minutes longer."
---Ralph Waldo Emerson

"Wisdom is knowing when you can't be wise."
---Paul Engle

"Three may keep a secret, if two of them are dead."
---Benjamin Franklin

"Where liberty dwells, there is my Country."
---Benjamin Franklin

"Our Constitution is in actual operation; everything appears to promise that it will last; but in this world, nothing is certain but death and taxes."
---Benjamin Franklin

"I am not a teacher, but an awakener."
---Robert Frost

"I only regret that I have but one life to lose for my Country."
---Nathan Hale

"Give me liberty, or give me death."
---Patrick Henry

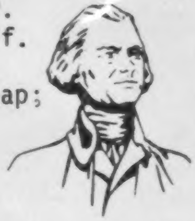
"I find the great thing in this world is not so much where we stand as in what direction we are moving."
---Oliver Wendell Holmes

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not. This is the first lesson to be learned." ---Thomas Henry Huxley

"One man with courage makes a majority."
---Andrew Jackson

"I hold it, that a little rebellion, now and then, is a good thing, and as necessary in the political world as storms in the physical."
---Thomas Jefferson

Thomas Jefferson's Decalogue



I. Never put off till tomorrow what you can do today.
II. Never trouble another for what you can do yourself.
III. Never spend your money before you have it.
IV. Never buy what you do not want, because it is cheap; it will be dear to you.
V. Pride cost us more than hunger, thirst and cold.
VI. We never repent of having eaten too little.
VII. Nothing is troublesome that we do willingly.
VIII. How much pain have cost us the evils which have never happened?
IX. Take things always by their smooth handle.
X. When angry, count ten before you speak; if very angry, a hundred.

"If a man does not make new acquaintances, as he advances through life, he will soon find himself left alone. A man should keep his friendship in constant repair."
---Samuel Johnson

"I have not yet begun to fight." ---John Paul Jones

"Let us never negotiate out of fear, but let us never fear to negotiate." ---John F. Kennedy

"People hardly ever make use of the freedom they have, for example, freedom of thought; instead they demand freedom of speech as a compensation." ---Soren Kierkegaard

"Injustice anywhere is a threat to justice everywhere."
---Martin Luther King, Jr.

IF

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting, too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!
---Rudyard Kipling

"The journey of a thousand miles begins with one step."
---Lao-Tse

"Gold is good in its place, but living, brave, patriotic men are Better Than Gold."
---Abraham Lincoln

"He has the right to criticize who has the heart to help."
---Abraham Lincoln

Lincoln's Road to the White House

Failed in business in 1831.
Defeated for Legislature in 1832.
Second failure in business in 1833.
Suffers nervous breakdown in 1836.
Defeated for Speaker in 1838.
Defeated for Elector in 1840.
Defeated for Congress in 1848.
Defeated for Senate in 1855.
Defeated for Vice President in 1856.
Defeated for Senate in 1858.
Elected President in 1860.

"Give what you have. To someone, it may be better than you dare to think."
---Henry Wadsworth Longfellow

Longfellow's Psalm of Life

"Lives of great men oft remind us
We can make our lives sublime;
And departing, leave behind us
Footprints on the sand of time."

"It wasn't until quite late in life that I discovered how easy it is to say, 'I don't know'." ---Somerset Maugham

"The American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers."
---James Monroe

"If one only wished to be happy, this could be easily accomplished; but we wish to be happier than other people, and this is always difficult, for we believe others to be happier than they are."
---Montesquieu

"What hath God wrought!" ---Samuel F. B. Morse

"The man who trims himself to suit everybody will soon whittle himself away." ---Hugh Murr

"It is the cause and not the death, that makes the martyr."
---Napoleon

"People are lonely because they build walls instead of bridges."
---Joseph Fort Newton

"These are the times that try men's souls."
---Thomas Paine

"When the One Great Scorer comes to write against your name --
He marks - not that you won or lost - But how you played the game."
---Grantland Rice

"Speak softly and carry a big stick."
---Theodore Roosevelt

"The highest reward for man's toil is not what he gets for it but what he becomes by it." ---John Ruskin

"Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave."
---John Ruskin

"This above all: to thine own self be true, and it must follow, as the night the day, Thou canst not then be false to any man."
---William Shakespeare

"Better keep yourself clean and bright; you are the window through which you must see the world." ---George Bernard Shaw

"The larger the island of knowledge, the longer the shore line of wonder." ---Ralph W. Sockman

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"No man really becomes a fool until he stops asking questions."
---Charles P. Steinmetz

"May you live all the days of your life."
---Jonathan Swift

Ten Marks of A Good Citizen

1. He/she is well informed on local and world affairs.
"Knowledge is the food of the soul."
---Plato

2. He/she is courteous, unselfish, friendly, gets along well with others, is a good neighbor.
"All is well with him who is beloved by his neighbors."
---George Herbert

3. He/she is sincere, dependable, and takes an active part in the church or religious community of his/her choice.
"Religion is the basis of civil society."
---Edmund Burke

4. He/she appreciates what others have done for him/her and accepts responsibility for the future betterment of his/her community.
"A community is like a ship; everyone ought to be prepared to take the helm." ---Henrik Ibsen

5. He/she is fair and just in his/her relations with others.
"Hear the other side." ---Augustine

6. He/she obeys the laws of his/her community and nation.
"No man is above the law."
---Theodore Roosevelt

7. He/she votes regularly and intelligently at election time.
"The greatest menace to freedom is an inert people."
---Louis D. Brandeis

8. He/she is interested in the freedom and welfare of all the world's people and does his/her part to secure them."
"Slav, Teuton, Celt, I count them all my friends and brother souls." ---Tennyson

9. He/she is productive - renders a worthwhile service to his/her fellow man.
"The highest of distinctions is service to others."
---King George VI

10. He/she sets a good example to the youth of his/her community.
"A good example is the best sermon."
---Thomas Fuller

----Herbert J. Taylor

"The world is a looking-glass, and gives back to every man the reflection of his own face. Frown at it, and it in turn will look sourly at you; laugh at it, and with it, and it is a jolly, kind companion."

---William Makepeace Thackery

"Be not simply good; be good for something."

---Henry David Thoreau

"No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem."

---Booker T. Washington

"There is no power on earth that can neutralize the influence of a high, pure, simple, and useful life."

---Booker T. Washington

"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.

---Booker T. Washington

"There can be no greater error than to expect or calculate upon real favors from nation to nation.

---George Washington

"And so my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

---George Washington

"Liberty and Union, now and forever, one and inseparable."

---Daniel Webster

CHART FOR HANDLING MOTIONS

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE NEEDED	RECON-SIDER	REMARKS	EXAMPLE
Main Motion	No	Yes	Yes	Yes	Majority	Yes	Introduce business or states a proposal for group action.	I move that the club sponsor a dance, Friday, November 7.
Subsidiary Motions[1] Postpone Indefinitely	No	Yes	Yes	No	Majority	Yes[2] or No	Used to test the strength of the main motion. If the motion carries, the main motion is lost.	I move the matter be postponed indefinitely.
Amend Motion or Substitute motion	No	Yes	Yes	Yes	Majority	Yes	Ways to amend: insert, add to, strike out, or strike out and insert. Substitute Motion replaces main motion if passed.	I move to amend the motion by striking out the words "Friday, Nov. 7" and inserting the words "Sat., Nov. 22" or I move the substitute motion, namely, that the dance be on the "22nd of November."
Refer to Committee	No	Yes	Yes	Yes	Majority	Yes[3]	May be assigned to a standing committee or to a committee to be appointed or elected with instructions to investigate, recommend, or take action.	I move that we refer this matter to the social committee.
Postpone to a Definite Time	No	Yes	Yes	Yes	Majority	Yes	Purpose is to delay action to some specific time.	I move to postpone action on this matter until our next meeting.
Limit Debate Previous Question	No No	Yes Yes	No No	Yes No	2/3 2/3	Yes No	Apply to main motions only, except when others are specified. Purpose is to limit or stop debate.	I move the previous question, namely, the main motion.
Table	No	Yes	No	No	Majority	No	Purpose is to postpone for more pressing business until later in the meeting or until next meeting. See: To Take from Table	I move to table the motion.
Privileged Motions[4] Orders of the Day Refer to the agenda	Yes	No	No	No	Majority	No	Demand conforming to agenda.	I call for the orders of the day, or, I move that we consider the topic on the agenda, namely . . .
Question of Privilege	Yes	No	No	No	Chair	No	Purpose is to bring up an urgent matter on rights of members, i.e., noise, disturbance, etc.	I rise to a question of personal privilege.
Recess	No[5]	Yes	No	Yes	Majority	No	Intermission as for meals, counting ballots, etc.	I move we have a ten minute recess to count the ballots.

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TYPES OF MOTION	INTERRUPT SPEAKER	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE NEEDED	RECONSIDER	REMARKS	EXAMPLE
Adjourn	No[5]	Yes	No	No	Majority	No	Purpose is to terminate the meeting.	I move we adjourn.
Incidental Motions[6] To rise to a point of order	Yes	No	No	No	Chair	No	This means that the person feels that there has been a breach of parliamentary rules or decorum.	I rise to a point of order. (state point) I believe that it is not within school policy to hold school-sponsored dances outside of the Village of Chagrin Falls.
To appeal from the decision of Chair	Yes	Yes	Yes	No	Majority	Yes	Must be made immediately. Used when it is thought that the chair has made an incorrect decision.	I appeal from the decision of the chair. (State appeal.)
To suspend a rule	No	Yes	No	No	2/3	No	An agreement to temporarily change the order of business. If there is no objection, the chairman may call for a vote.	I move to suspend the rules in order to allow the speaker his full thirty minutes.
Objection to consideration of motion	Yes	No	No	No	2/3 Neg.	No	Applies to main motion only, and must be made before any debate.	I object to the consideration of this motion.
Division of House	Yes	No	No	No	Chair	No	Verifies by hand, standing, or roll call vote the deci- of the chair.	I call for a division of the house.
Parliamentary Inquiry Information	Yes	No	No	No	Chair	No	An inquiry or request is addressed to the chair, but if permission is granted, may be addressed to other members of the group.	I rise to a parliamentary inquiry, or I rise for information. (State question) or, May I have the chair's permission to ask a question? (State the question).
Withdraw motion	No	No	No	No	Chair	No	A withdrawal of a motion is made by a member making motion before discussion or with general consent before the vote.	I request permission to withdraw my motion, namely, (state the motion).
To close Nominations	No	Yes	No	Yes	2/3	No	The chairman may close nominations without a vote after giving the group the opportunity to make more nominations.	I move the nominations cease.
Unclassified Motions[7] To Take from Table	No	Yes	No	No	Majority	No	The purpose is to bring up for debate motions which have been tabled earlier.[8]	I move the motion, namely, (state motion) be taken from the table.

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TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE NEEDED	RECON-SIDER	REMARKS	EXAMPLE
To Reconsider	Yes	Yes	Yes[9]	No	Majority	No	Motion to reconsider may be made only by a person who voted on the prevailing side Must be made during meeting or at next meeting.	I voted with the prevailing side of the motion which (state motion) and move to reconsider the action taken, or . . . move to have the matter reconsidered at the next meeting.
To Rescind or Repeal	No	Yes	Yes	Yes	2/3 (unless previous notice is given)	Yes	The purpose is to rescind or repeal previous action. May be done with majority vote if prior notice is given.	I move that we rescind the motion (state motion), which was passed at the meeting of (date).

1. Subsidiary motions change in some way the main motion. They have precedence in the order in which they are listed. The further down the list, the higher the priority.
2. Yes, if positive. Negative vote cannot be reconsidered.
3. Motion to refer to a committee can be reconsidered only before committee has begun consideration of the question.
4. Privileged motions have precedence over main motions and all subsidiary motions. The further down the list, the higher the priority.
5. May interrupt in an emergency. Privileged when other business is before the house; otherwise, treat as a main motion.
6. Incidental motions have equal ranks. They have no precedence or priority except to those motions to which they apply.
7. Unclassified motions cannot be made if any other motion is pending. They concern action which has been taken or deferred.
8. Must be made during the meeting or at the next meeting.
9. When motion is debatable.

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ORDER OF MEETINGS:

1. Call to Order
2. Roll Call
3. Thought for the Day
4. Reading of Minutes
5. Officer Reports
6. Standing Committee Reports
7. Special Committee Reports
8. Unfinished Business
9. New Business
10. Announcements and Program
11. Adjournment

(Special meetings may require
a special agenda.)

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DECLARATION OF INDEPENDENT STUDY

When in the course of school events, it becomes necessary for me,

_______________________________ *to dissolve the*

group ties and assume the task of ____________________

for extra credit in the subject of ____________________;

establish the following activities ____________________

____

to be pursued and completed by the ________ *day of* __________;

thus upon satisfactory evaluation, to provide extra credit to be

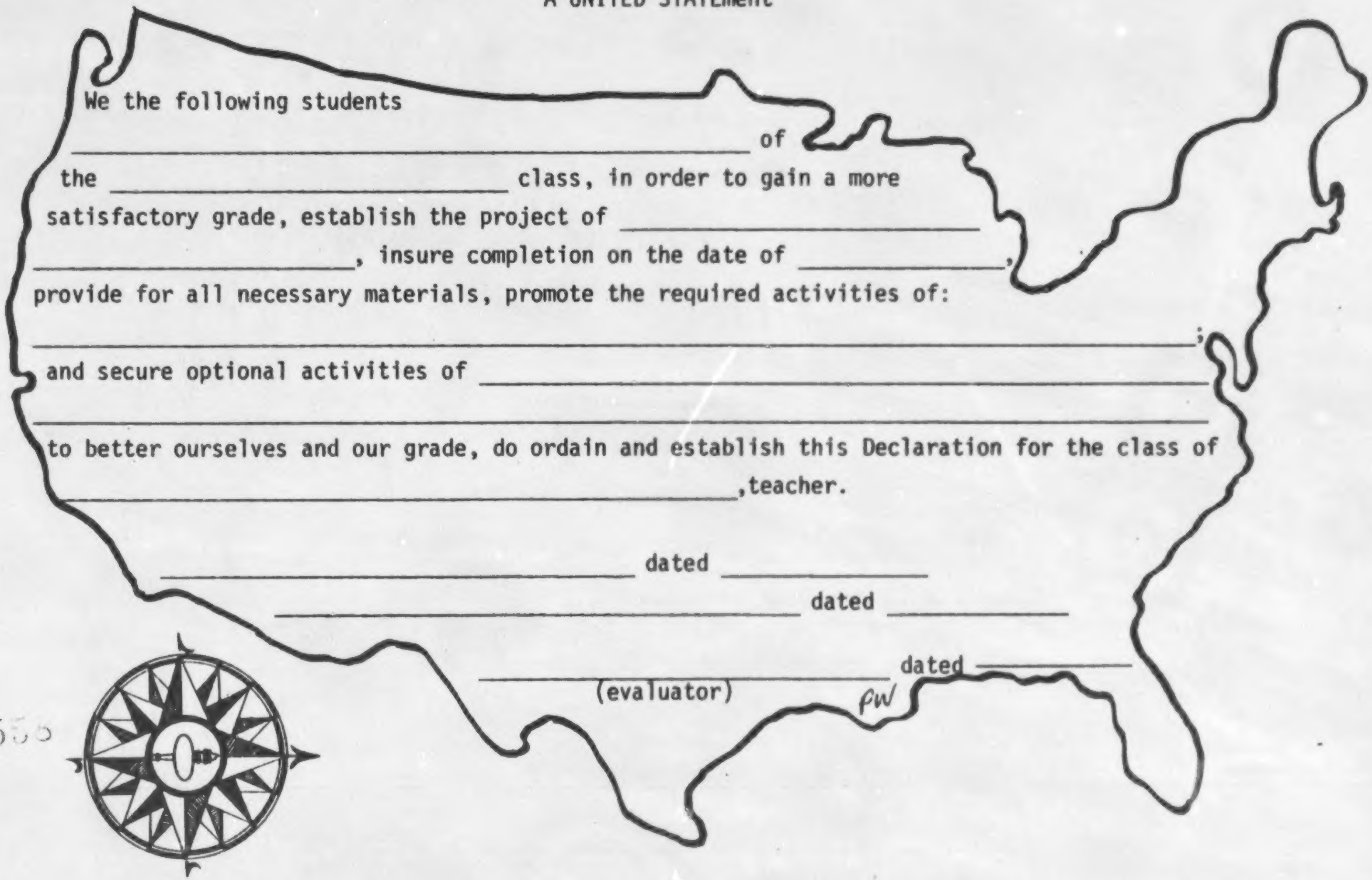
applied to my ( ) *daily assignments or my* ( ) *test scores.*

____________________ *dated* ____________
(student)

____________________ *dated* ____________
(evaluator)

PW

A UNITED STATEment



We the following students

______________________________________ of

the ______________________ class, in order to gain a more

satisfactory grade, establish the project of ____________________

____________________, insure completion on the date of ____________,

provide for all necessary materials, promote the required activities of:

____;

and secure optional activities of ____________________________________

____

to better ourselves and our grade, do ordain and establish this Declaration for the class of

______________________________________,teacher.

__________________________ dated ____________

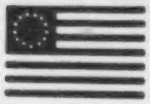
______________________________ dated ____________

______________________________ dated ____________

(evaluator)

PW

THE RED, WHITE AND BLUE



A Unit on Betsy Ross and the American Flag
Developed by Judy Long
Suggested Grade Level: One

A. OBJECTIVES

1. To assist children in understanding the part that Betsy Ross played in the making of the first American Flag.
2. To develop in the children an attitude of respect for the flag.
3. To develop the children's understnading of how the flag is displayed and cared for.
4. To foster in the children an attitude of patriotism toward their country.

B. SUGGESTED APPROACHES TO INITIATE THE UNIT

1. Stimulation
   a. Ask the children to answer a riddle, for example:
      "You stand before me each day,
      To pledge your allegiance to me.
      I stand for our country great.
      My colors are red, white and blue.
      What am I?"
   b. Set up a table with colonial items which Betsy Ross might have used, for example a miniature loom.
   c. Play a game that colonial children might have played.
   d. Read the children a poem about the flag, for example, "The Big Goes By".
   e. Have the children watch the janitor raise the flag in the school yard.
   f. Teach the children a song about the flag.
   g. Set up a bulletin board with the title "Why Do We Need A Flag", with pictures of Betsy Ross, George Washington, and pictures of the flag flown in different situations.
2. Exploration - questions to be anticipated
   a. What kind of school did Betsy Ross go to?
   b. What did she do for fun?
   c. How did Betsy Ross sew the flag? Did she use a sewing machine?
   d. What did the first flag look like?
   e. What do the stripes and stars mean?
   f. Why did our flag change?
   g. How can we take care of the flag?

C. OUTLINE OF CONTENT

1. Who made our first flag?
   a. Betsy Ross made our first flag.
      (1) She was born in Philadelphia, Pennsylvania in 1752.
         (a) She had nine brothers and sisters
         (b) She helped her mother with the chores

- (i) She made bread
- (ii) Her favorite pass time was sewing samplers
- (iii) She often went to quilting bees
- (c) She went to a one room school house
    - (i) She was taught reading, writing and arithmetic
    - (ii) She went to school from 8:00 to 6:00
    - (iii) During her free period she would sew
    - (iv) She walked to school
- (d) She dressed in the clothing of a Quaker
    - (i) Her dresses were ankle length, closefitting and a dull gray in color
    - (ii) She wore a white muslin apron and kerchief
    - (iii) She wore plain square-toed buckled shoes with white stockings
- (2) The house that Betsy Ross made the flag in is still standing in Philadelphia at 239 Arch Street.
- b. It was George Washington who asked Betsy Ross to make the first flag.

2. How did she make the flag?
    - a. Betsy Ross had to sew the flag by hand.
    - b. The flag was made out of bunting.
    - c. Betsy Ross made the pattern for the five-pointed star.
    - d. What did the first flag look like?
        - (1) There were thirteen horizontal stripes - alternating red and white starting with red.
        - (2) The canton was in the upper left hand corner.
            - (a) It was navy blue
            - (b) It extends from the top of the flag to the bottom of the fourth red stripe
            - (c) There were thirteen stars arranged in a circle on the canton
3. How has our flag changed over the years?
    - a. The first flag had thirteen stars and thirteen stripes.
    - b. The flag then was changed to fifteen stars and fifteen stripes when two new states were added to the union.
    - c. In 1818, the people voted that the flag should always have thirteen stripes, that will stand for the thirteen original colonies.
    - d. The stars were changed from the arrangement of a circle to arrangement in rows.
    - e. A new star is added on the fourth of July after a state has become a part of the United States.
    - f. There are now fifty stars on the flag to represent the fifty states in the union.
4. What does our flag stand for?
    - a. The flag symbolizes our freedom.
        - (1) The red stands for bravery and courage.
        - (2) The blue stands for loyalty and truth.
        - (3) The white stands for purity.
    - b. The flag gives us a sense of belonging.
    - c. It symbolizes those men and women who have fought and are now fighting for the freedom of our country.

d. Our flag has many names.
(1) The official name of our flag is the Flag of the United States of America.
(2) It is also called the Stars and Stripes.
(3) Some people call it Old Glory.
(4) Some Navy men simply call it the Colors.
(5) It is sometimes called the Flag of the Free.

5. How should we display and care for the flag?
a. The flag is displayed on many special days:
(1) On Lincoln's Birthday - February 12.
(2) On Washington's Birthday - February 22.
(3) On Memorial Day - May 30.
(4) On Flag Day - June 14.
(5) On Independence Day - July 4.
(6) On Labor Day - The first Monday in September.
(7) On Armistice Day - November 11.
(8) On all election days.
b. The flag flies every day in some places.
(1) It flies in the school yard during school hours.
(2) It is put up every day on many public buildings.
(a) It is flown by the fire station and city hall
(b) It is flown by the police station and the post office
c. Rules for the display of the flag.
(1) The flag should be displayed from sunrise to sunset.
(2) It is never displayed in bad weather conditions.
(3) When carried in a parade with other flags, the national flag should be on the marching right.
(4) If there is a line of flags, the national flag should be in the center front.
(5) The flag should never be displayed with the union down except as a signal of dire distress.
(6) Flags of different nations flown together should be of the same size and height.
(7) There are times when the flag is flown at half-mast.
(a) The flag is flown at half mast on Memorial Day until noon and then it is raised to full mast
(b) It is flown at half mast thirty days after the death of the President
(c) Other times it is flown at half mast by a presidential proclamation
d. The flag should be treated with respect.
(1) You should never let the flag touch the ground.
(2) The flag should be raised briskly and lowered ceremoniously.
(3) The flag should never be used as a covering.
(4) When the flag becomes old and worn, we do not throw it out with the rubbish, instead we burn it.
(5) We should always let the flag fly freely.
(6) The flag should never be used to carry anything.

(7) The flag should never be dipped to anyone or anything.
(8) You should never draw on or mark the flag in any way.

e. There are ways in which we honor the flag.
(1) We salute the flag when it is raised and lowered and when it passes in a parade.
    (a) We should stand at attention and face the flag
    (b) Men should remove their hats and place them over their heart with their right hand
    (c) Women, children and men without hats should place their right hand over their heart when saluting the flag
    (d) People in military uniforms should use the military salute

(2) WE honor the flag with the reciting of the "Pledge of Allegiance".
(3) The Star Spangled Banner was written in honor of our Flag.
(4) June 14 every year is Flag Day because on June 14, 1777 our first flag was made official.

D. ACTIVITIES AND INTEGRATION WITH OTHER CURRICULUM AREAS

1. Who made our first flag?
    a. Have the children draw a sampler like one that Betsy Ross might have made.
    b. Have them draw a picture of the school house that Betsy Ross might have gone to and write a few sentences about it.
    c. Have a group of students with the teacher's aid, make up a skit of George Washington and his committee and Betsy Ross designing the fir.
    d. Have the students write a small story of what they think might have been the conversation between George Washington and Betsy Ross.
    e. Show the children on a map of Pennsylvania where they live and where Philadelphia is in relationship to where they live.
    f. If the school is within a reasonable distance of the Betsy Ross House plan a field trip to her house.
    g. With the teacher making a chart, have the children make a list of things that are bought in stores today but were made at home when Betsy Ross was living.
    h. Have the students learn the minuet as a dance that Betsy Ross might have done.
2. How did she make the first flag?
    a. Have the children cut out a five-pointed star, folding the paper the way that Betsy Ross did.
    b. Have the students make a flag, like the first flag, by cutting out the parts and pasting them on a piece of cardboard.
    c. Have them design a bulletin board, with the aid of the teacher, on the parts of the first flag.
3. How has our flag changed over the years?
    a. Divide the class into two groups and have one group make a large flag like the first flag and the other group make a large flag like the one we have today.

  - b. With the help of the teacher, make a chart telling the changes of the flag.
  - c. Show the children a map of the thirteen colonies and then a map of the United States today to show them how the flag grew with the United States.
  - d. Have one student pretend he is the first flag and another pretend he is the flag today and have them discuss their differences.
- 4. What does our flag stand for?
  - a. Have the students write a poem about the flag and what it means to them.
  - b. Read them some poems and short stories about the flag, for example, "The Flag Goes By" and Peter Hoists the Flag.
  - c. Have them learn some songs about the flag.
  - d. Have the children make a booklet of pictures they have drawn of the flag and pictures that they have collected of the flag and entitle it "This is My Flag - The Symbol of My Country".
- 5. How should we display and care for the flag?
  - a. Take the students on a field trip around teh community and locate places where the flag is flown every day.
  - b. Have them make a large three-dimensional floor map and have them locate the places where the flag is flown every day.
  - c. Divide the students into small groups and with the aid of the janitor, give each group a chance to help with the raising and lowering of the flag.
  - d. Have the students learn how to fold the flag properly. The janitor may come in to show them this. The students may compose a letter to be written by one of the better writers asking him to come and then a thank-you letter.
  - e. Have them make a calendar showing the special days on which the flag is flown.
  - f. Divide the class into two groups. Have one group make a bulletin board on the display of the flag and the other group on the care of the flag, using pictures that they have drawn themselves.
  - g. Have the children listen to various records with marches on them, and have them choose one or two that they think would be good for marching.
  - h. Have them organize a parade, make drums and other instruments to be used in the parade. Costumes can be made by the children out of crepe paper of red and blue which can be crossed across their chests and tall hats made of construction paper.
  - i. Have the students make a picture dictionary of new words they have learned.

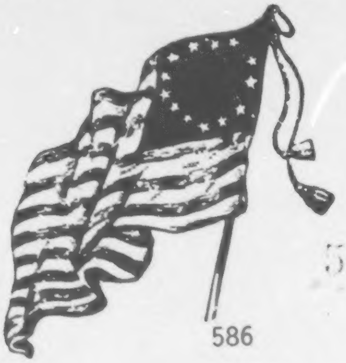
E. CULMINATION

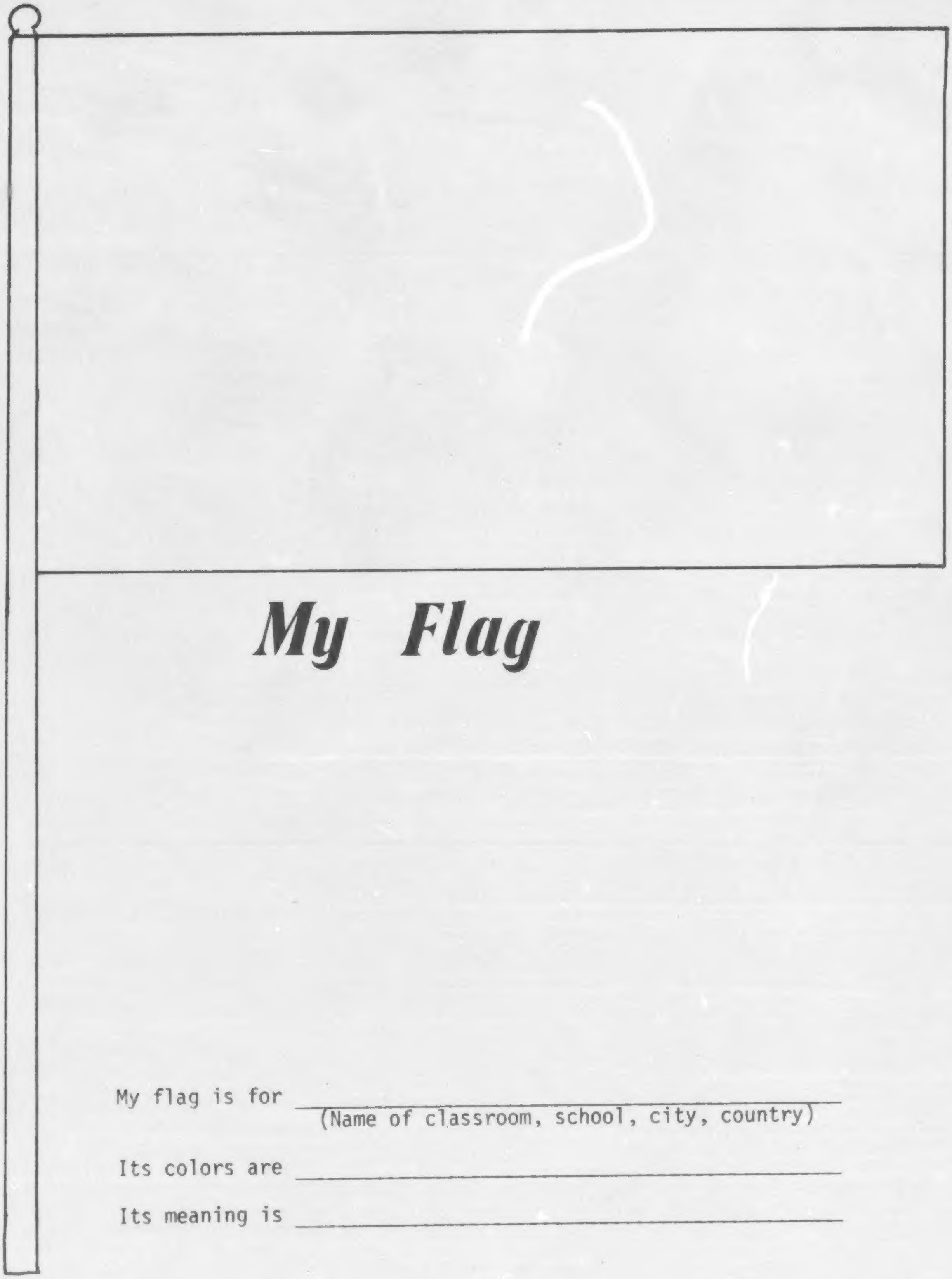
- 1. Have a parents' night and entitle it "Our Flag - A Symbol of Our Country". Have the students make invitation booklets and programs for the parents. The children will display their work and take the parents on a tour telling about the flag yesterday and today. Various activities could be presented, for example, the dialogue between George Washington and Betsy Ross and the dialogue between our first flag and our flag today.

2. Have the students set up a demonstration on the proper display and care of the flag for the other students in the school.
3. Let the children conduct a parade for the other students using the instruments and costumes that the students have made in class. They could have the parade at recess on the play yard or in the auditorium.
4. If it is near a patriotic holiday, such as Memorial Day, the children may dramatize a poem for the Memorial Day Program.

F. EVALUATION

1. Teacher's evaluation of the students- The teacher should be viewing the classroom with the following questions in mind.
    a. Are the attitudes of the students changing towards the flag?
    b. Do the students seem eager and interested in joining in the activities?
    c. Do the students work well together and cooperate with one another?
    d. ARE the children able to follow directions?
    e. Are the students able to comprehend the material given in the unit?
    f. Do all of the students contribute to discussions in class?
    g. Does the material lead to thought-provoking questions?
    h. Do the children respond creatively to the activities?
    i. Are the material and activities challenging to the children?
2. Sample questions from written tests to be given to the students.
    a. Multiple choice
        (1) Circle the number of stripes in the first flag.
            (a) 20
            (b) 13
            (c) 50
        (2) Circle the number of stars in our flag today.
            (a) 35
            (b) 20
            (c) 50
    b. Simple completion
        (1) The colors of the flag are _____, _______and ______.
        (2) The stars on the first flag are arranged in a ________.
        (3) The stripes on the flag stand for the first ___________ states.
    c. Essay - one or two sentences
        (1) What does our flag stand for?
        (2) What was the school like that Betsy Ross went to?



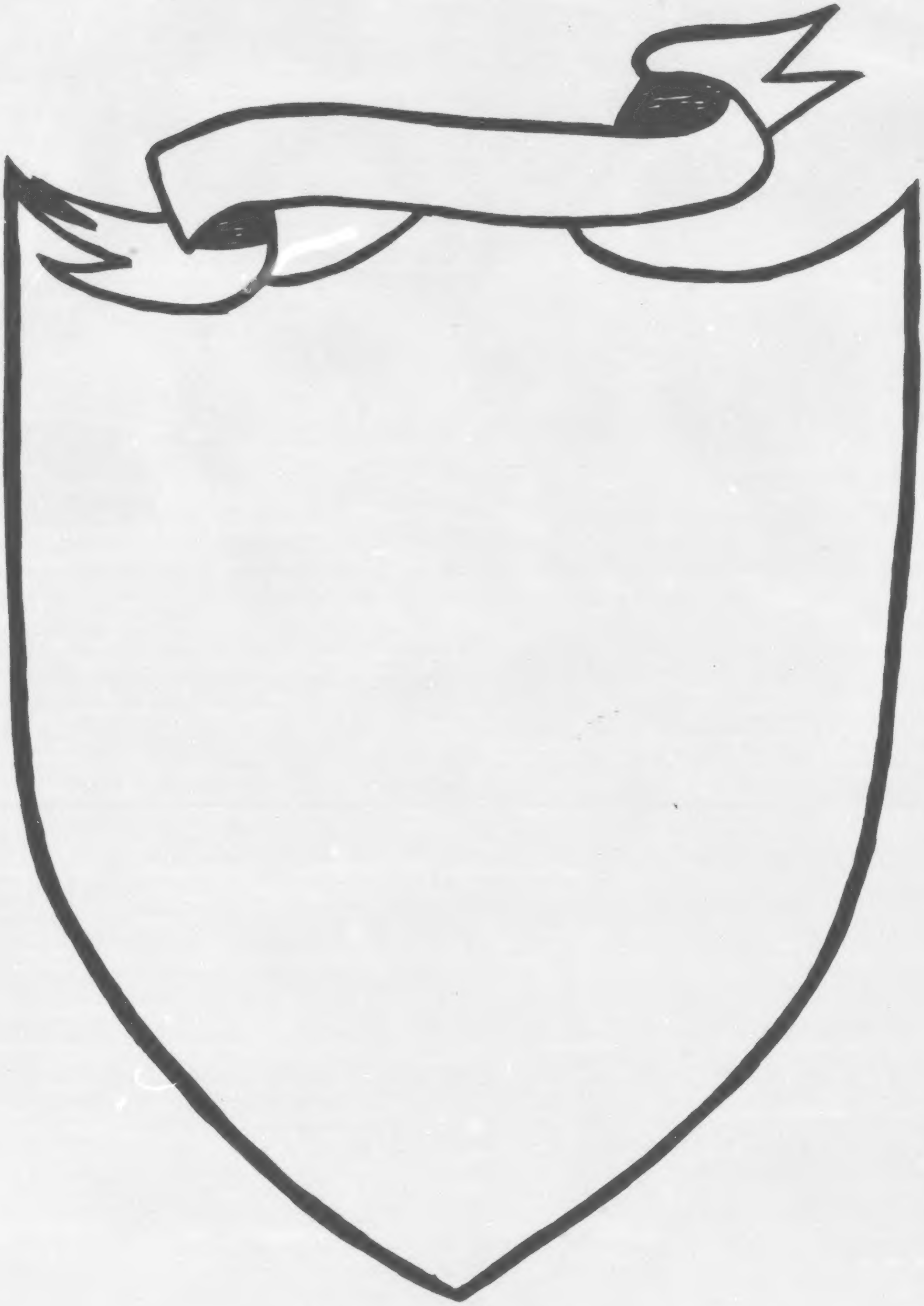


My Flag

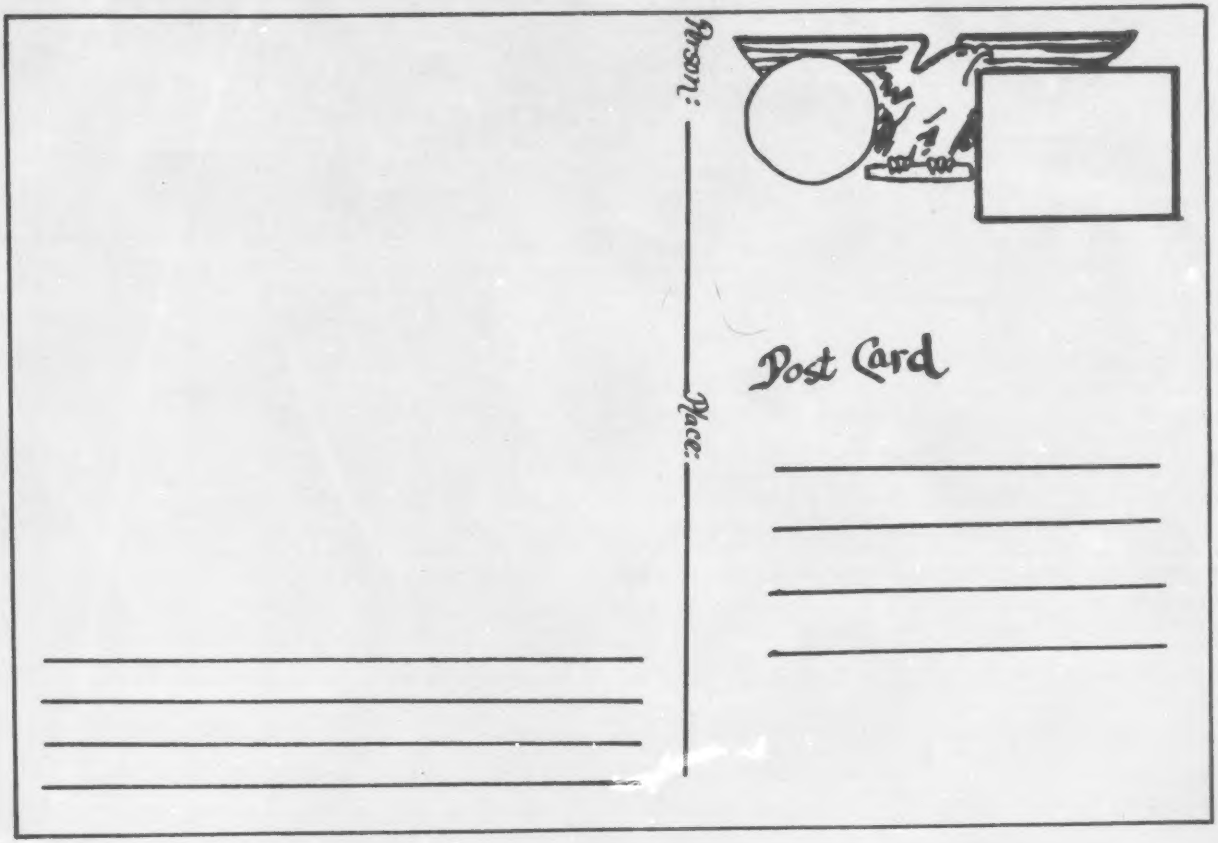
My flag is for ______________________________
(Name of classroom, school, city, country)

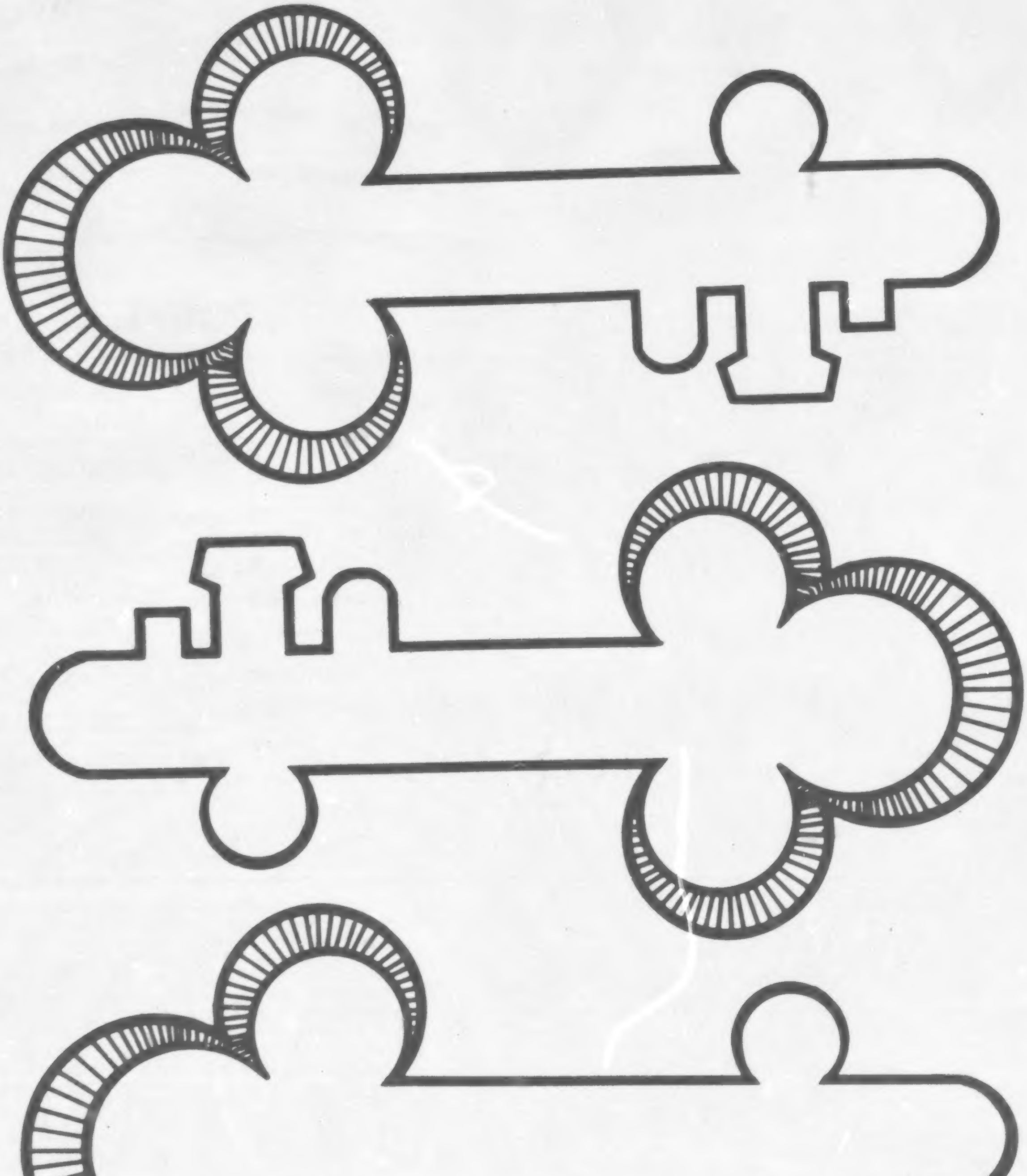
Its colors are ______________________________

Its meaning is ______________________________



stamp of life

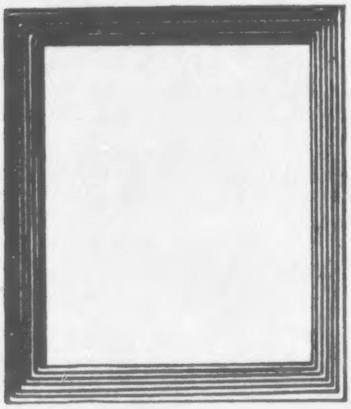

Person:
Place:
Post Card



ORGANIZATION/GROUP

MOTTO

SEAL



SONG

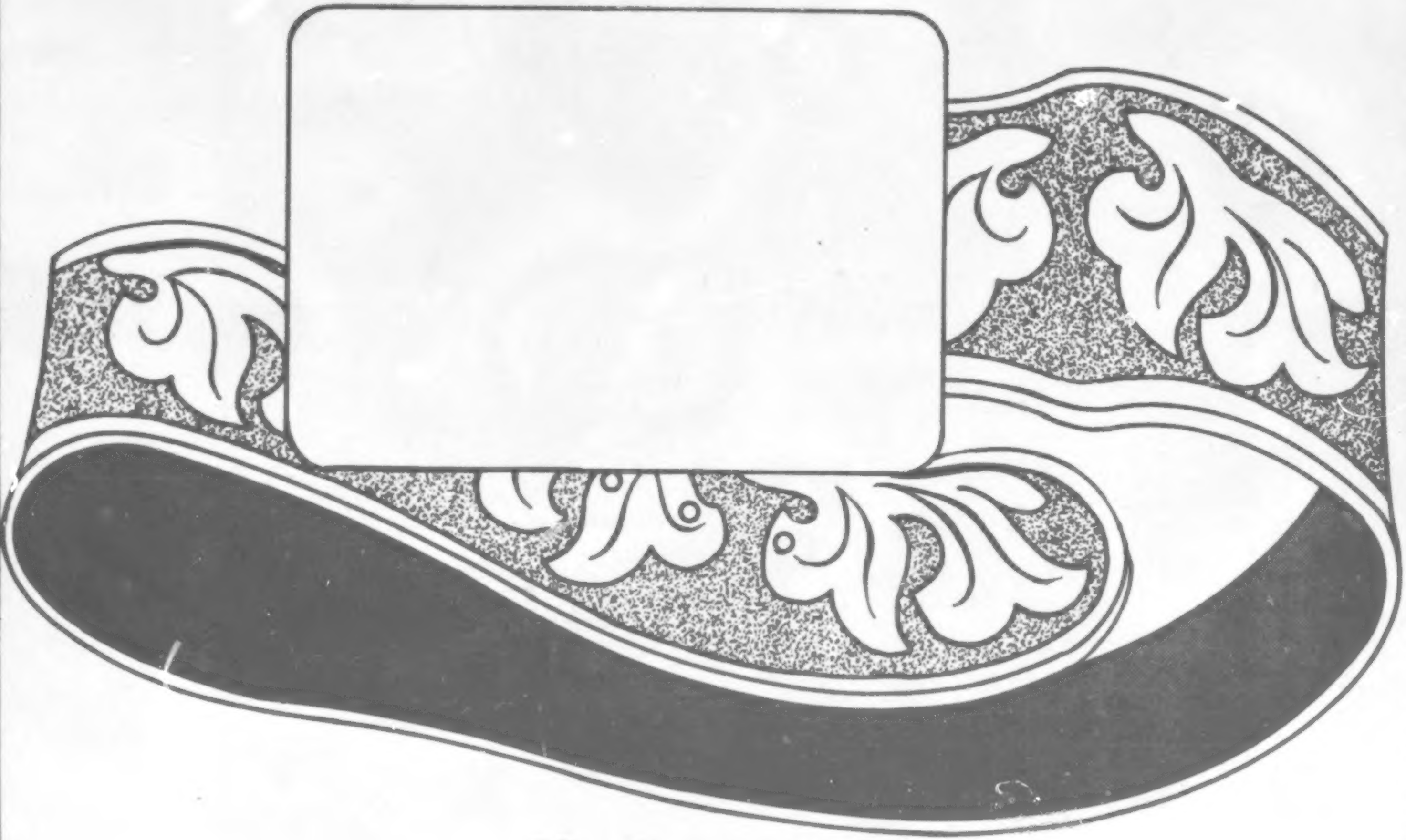
MASCOT

COLORS

FLAG

LOOKING FOR SYMBOLS

DIRECTIONS: Sketch in the appropriate symbols in the spaces allocated. If your assigned group has no symbol of the specified type, write in "none".



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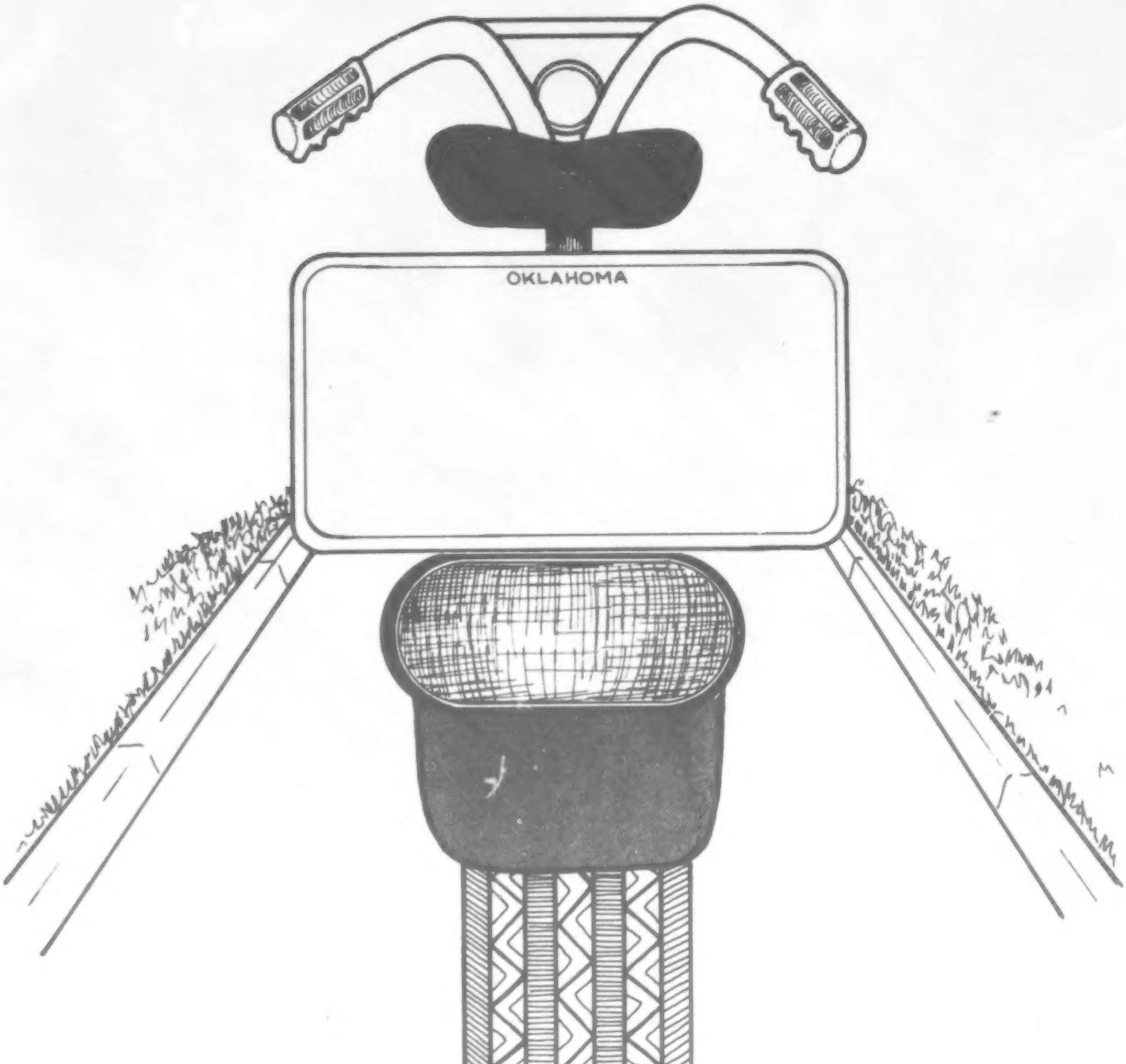
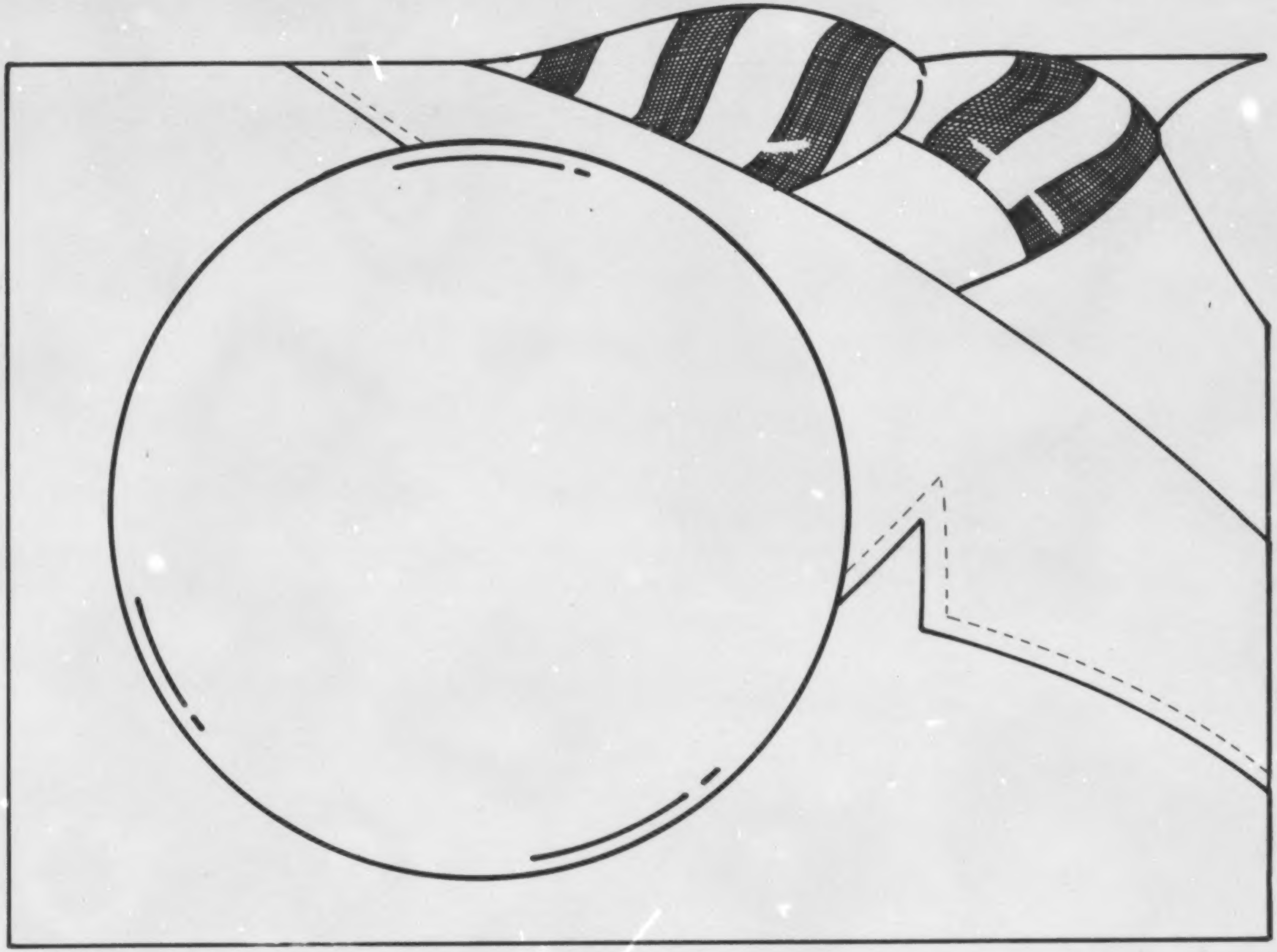

OKLAHOMA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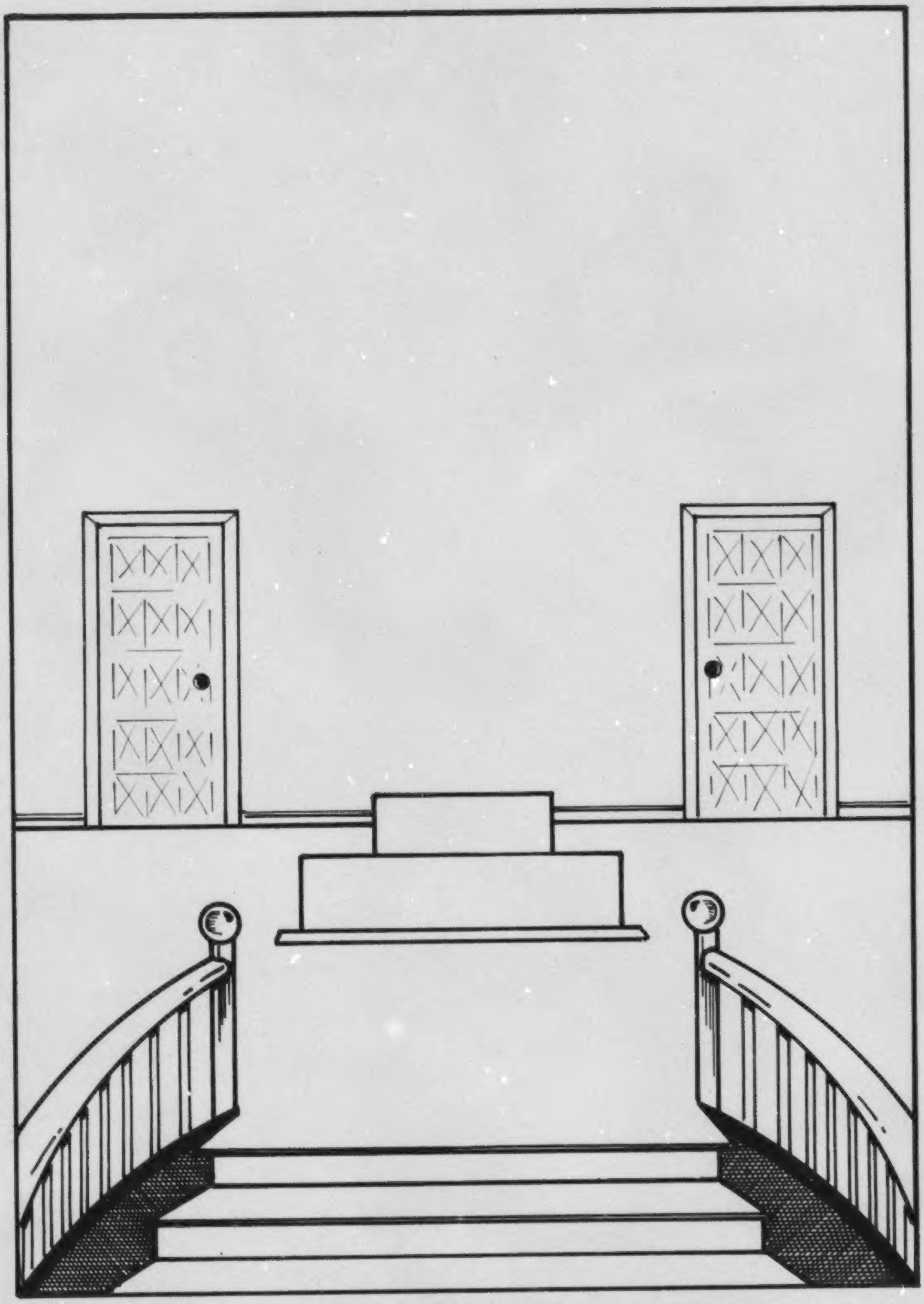
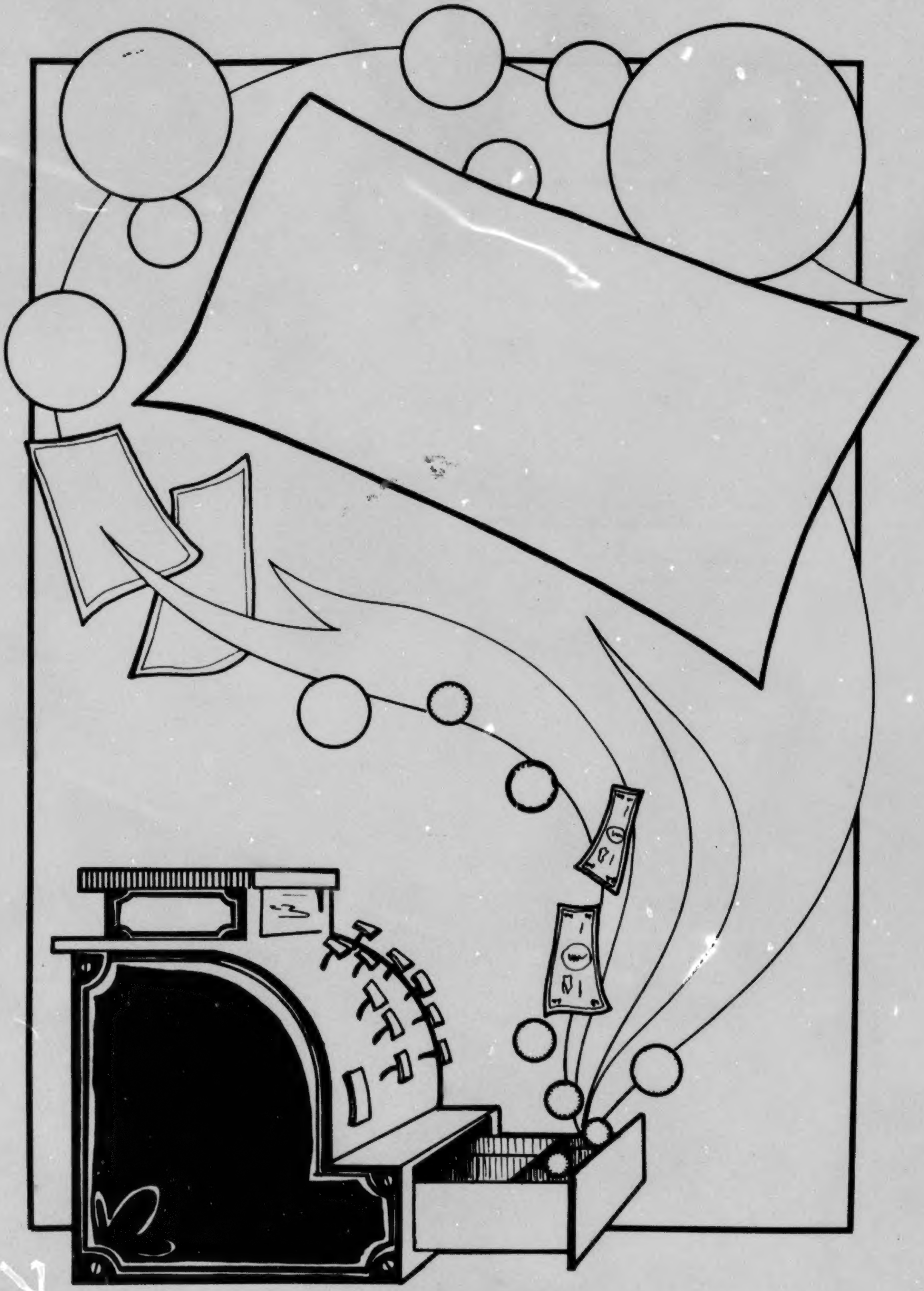
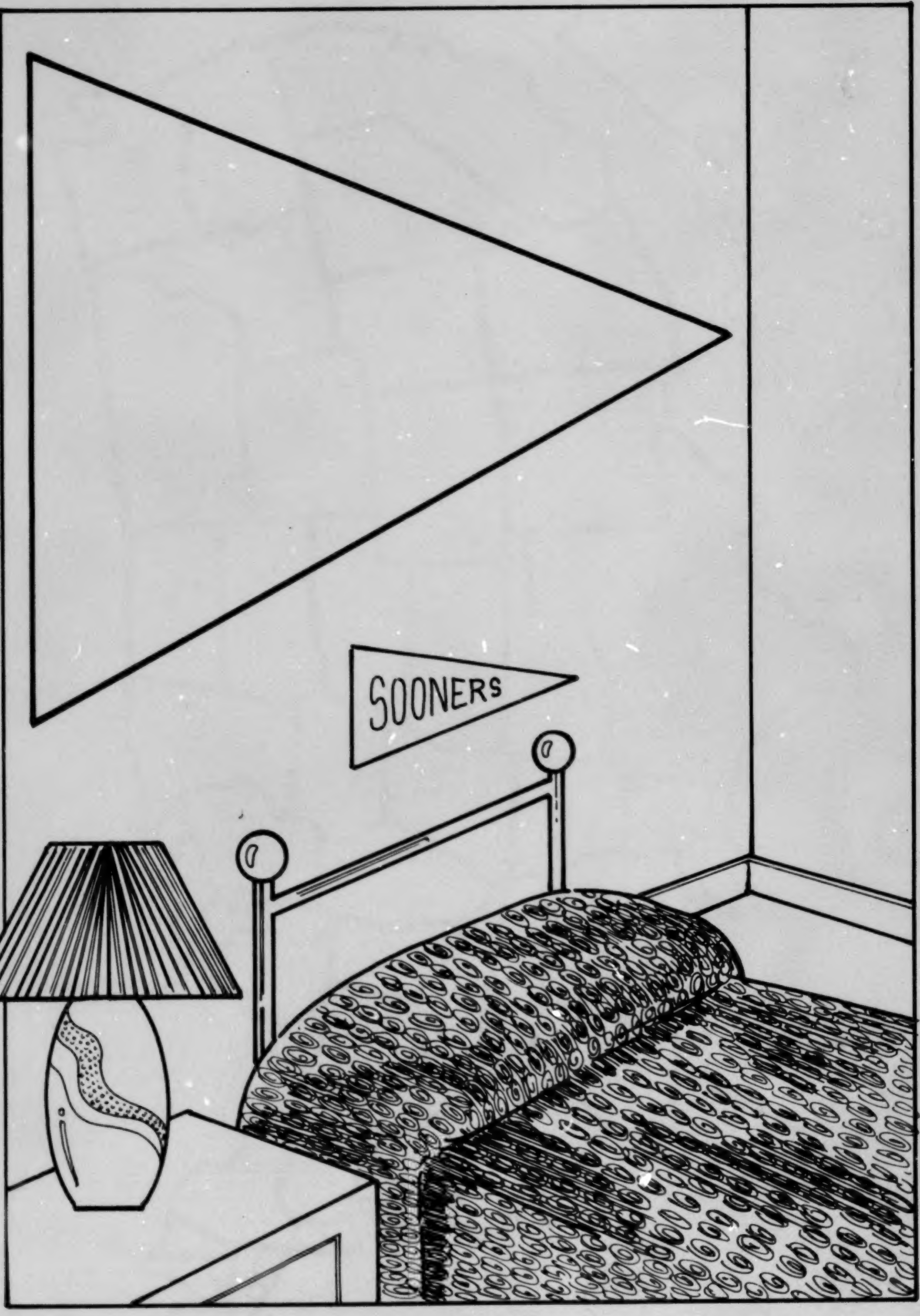
WEEKLY NEWS

LEADER!






SOONERS

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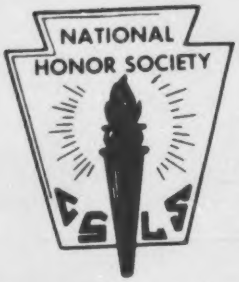
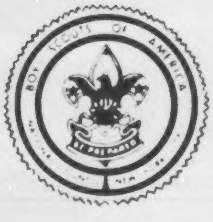
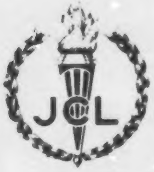
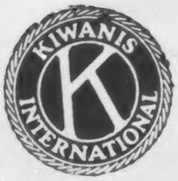
Sample Seals


NATIONAL
HONOR SOCIETY
C S L S


BOY SCOUTS OF AMERICA
BE PREPARED

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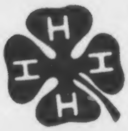

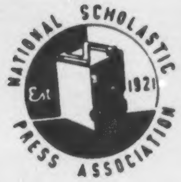
NATIONAL SCHOLASTIC
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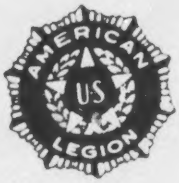
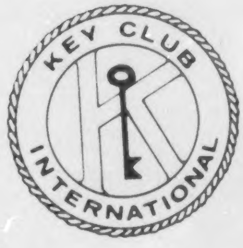
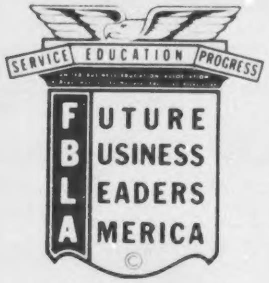
PRESS ASSOCIATION


AMERICAN
US
LEGION


KEY CLUB
INTERNATIONAL


SERVICE EDUCATION PROGRESS
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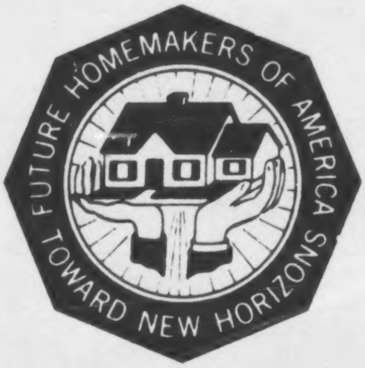
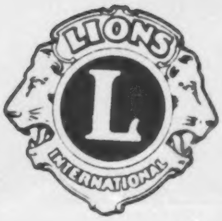

FUTURE HOMEMAKERS OF AMERICA
TOWARD NEW HORIZONS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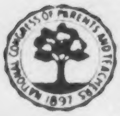
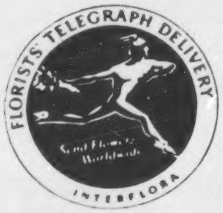
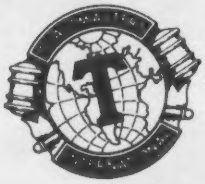
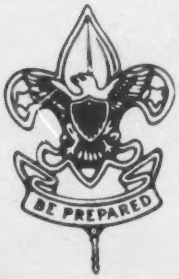

NATIONAL CONGRESS OF PARENTS AND TEACHERS
1897


FLORISTS' TELEGRAPH DELIVERY
INTERFLORA

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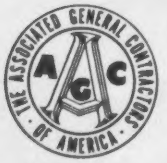
THE ASSOCIATED GENERAL CONTRACTORS OF AMERICA
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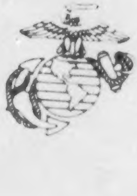
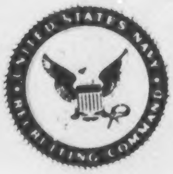
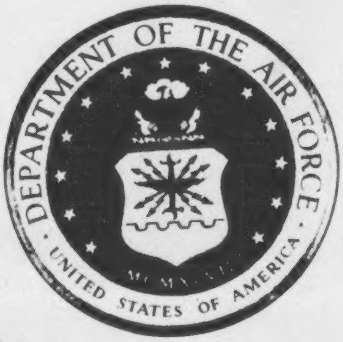



UNITED STATES NAVY
RECRUITING COMMAND


DEPARTMENT OF THE AIR FORCE
UNITED STATES OF AMERICA
MCMXLVII

60588

DESIGN IT!

Directions: Choose one of the following items or group of items to design. Keep in mind any governmental regulations or laws concerning what can or can't appear on a particular item.

1. Design a modern costume for Uncle Sam. Remember to maintain the color scheme he now wears. Since there is no official version of Uncle Sam, you may represent your own idea of Uncle Sam.
2. Design a modern "I Want You" poster, using the Uncle Sam image. Be specific, what exactly does Uncle Sam want you to do? (Brush your teeth? Homework? What?)
3. Design an appropriate seal for a futuristic government agency -- perhaps the Agency of Space Commerce. Be sure to select the colors, symbols, and motto appropriate to your agency's purposes and goals.
4. Design a new coin. Choose an existing denomination or make up another one. Remember to include all necessary information.
5. Design a new paper currency bill. You may use an existing denomination or make up another one. Remember to include all necessary information.
6. Design a flag to commemorate a specific incident in American history. Choose symbols and colors appropriate to the event. Keep designs relatively simple so that the flag will not become cluttered.
7. Design a stamp to commemorate an event or institution which has major importance for America. Examine previous stamps for ideas. Remember to include all necessary information.
8. Design a flag for your school. Choose symbols and colors appropriate to your school. Keep designs relatively simple.
9. Design a letterhead for Uncle Sam's personal stationery. Look at examples of letterheads and stationery to get ideas. Remember to make this stationery representative of Uncle Sam in some way.
10. Design a patriotic greeting card -- perhaps using the image of one of the symbols studied or celebrating a patriotic holiday. Include an appropriate illustration and message inside. You may be serious or humorous, just as real cards are sometimes serious, sometimes humorous

11. Design a poster illustrating the history and background of any of the American symbols studied. Be certain to include a drawing of the symbol - either realistic or stylized - and text. You may want to write an original poem or story to accompany your illustration or to locate a poem, quote, or story to embellish your poster.

12. Design a quilt or sampler pattern using the symbols studied. Actually produce either a colored illustration or a finished piece of needlework.

13. Design a collage representing good citizenship in action. Be colorful. Mix words and pictures. Be sure your collage has an appropriate title which stands out.

14. Design a crest, shield, or seal for yourself or your school. Include a motto or creed and appropriate symbols. Explain the symbolic meaning of your creation on a separate page.

15. Design a U. S. Government Products poster. Show as many things as you can which are evidence of the government in action.

16. Design a sample newspaper -- headlines, front page, editorial, illustrations, nameplate, cartoons, etc. -- but imagine that your paper was written when some famous event from history occurred (the Declaration of Independence, for example). Your paper should look like a newspaper but do not exceed four 8½" x 11" pages.

17. Design a brand-new agency for the federal government. Think of some agency you would like to see, name it appropriately, explain its functions, and create a seal for it.

18. Design a program to celebrate the Constitution's bicentennial in 1987. Include illustrations, speakers, music, inspirational sayings. Actually produce the program by folding an 8½" x 11" piece of construction paper and using it as your sample program.

19. Design a flag for the first U. S. colony on Mars. Include appropriate symbols. On a separate piece of paper explain the symbolic meaning of your flag.

20. Design a board game about American symbols. Include questions about the background and meaning of symbols studied. Use the symbols themselves to illustrate the board, playing pieces, cards, whatever.

21. Design an advertisement for freedom or justice. Be sure to use an attention-getting headline, colorful illustration and explanatory copy which will really "sell" your reader on these American ideals.

22. Design a poster which publicizes the plight of the American bald eagle as an endangered species. Use an attention-getting headline, colorful illustration, and persuasive copy. Make your reader care about his plight.

23. Design a record album cover for patriotic songs, featuring, of course, "The Star Spangled Banner." Include a listing of all songs, illustration, title and liner notes. If you want, even tape record the songs selected.

24. Design an anthology or collection of patriotic sayings, songs, and stories. Illustrate your cover and selections throughout. Create a clever, but appropriate title.

25. Design an itinerary for a historical heritage trip. Actually mark your route and scheduled stops on a U. S. map. Write a short explanation for each stop along your way, telling what the traveler will see and why each sight is an important part of our American heritage.

26. Design a "photo album" of American heritage. Include pictures from magazines and original drawings. Write a caption for each picture to identify it. Make your photo album colorful, interesting, and informative. Title it appropriately.

27. Design a model of the Capitol, White House, or other historic American building. Use whatever material you wish, but be as accurate as possible in re-creating your model.

28. Design a bulletin board about the symbols studied for your teacher. Include a headline, colorful illustrations, and factual information about the symbols.

29. Design a children's book about the studied symbols. Use colorful illustrations throughout your book. Give your book an interesting title and cover. Remember to use simpler language and to print with large neat letters. Bind your book when finished.

30. Design a crossword puzzle about the studied symbols. Include an answer key. Use graph paper to draw your crossword frame. Be sure to select clues which will show your knowledge about the symbols.

31. Design a mobil by illustrating the studied symbols. One symbol with its various parts can be used (e.g. money).

32. Design a diorama of one of the symbols and place it in its natural setting. Remember a diorama is 3-dimensional and uses various effects of light. A peep-box could be made also.

HOW TO WRITE A BOOK REPORT

The purpose of a book report is threefold: First, you want to acquaint your reader with the book. Second, you want to give him your carefully thought-out opinion of it. Third you want to help your reader decide whether or not he would like to read the book.

Although there is no standard form for a book report, there are four parts that every book report should contain.

1. IDENTIFICATION OF THE BOOK. Give the author's name and title. A complete identification would also include the name of the publisher, the place and year of publication, the edition, the price, and the number of pages. You may list this information at the beginning of the report or incorporate it within a sentence or two of the report.

2. CLASSIFICATION OF THE BOOK: A word or phrase early in your report should tell your reader what kind of book you are covering -- mystery, science fiction, nonfiction, biography, and so on. This allows the reader to compare this book with similar books he has read.

3. DESCRIPTION OF THE BOOK: A good book report should give an overall view of the book without revealing all the details. You should convince your reader that you have read the book carefully and understood it thoroughly. You might include quotations, brief descriptions of scenes, discussion of characters or events, or major themes of the book. If the book is nonfiction, you should include some of the data given. Pick your comments carefully since these points will help you demonstrate the effectiveness or lack of effectiveness of the book. Take notes while reading to save yourself the time and trouble of thumbing back through the book later to locate quotes and information. Include page numbers and exact words in quotation marks in your notes.

4. EVALUATION OF THE BOOK: Your opinion is the most important part of your report. This opinion should be definite, clear, and supported by facts. Comment on characterization, plot, recurring ideas, style of writing. Compare this book to others you have read. If this book has made you think of related ideas, mention them. RESPOND!

In addition to these four parts, you may want to discuss symbols used in the book, relate a specific story, examine the author's purpose and whether he achieved it,or trace the imagery and figurative language.

Writing book reports should be an exercise of clear thinking and precise writing, but a book report need not be dull. Whether you are required to use a traditional format or offered creative options, you can write an interesting report by including all necessary information and by responding honestly and personally to your book.

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PREPARING A BIBLIOGRAPHY

When you write a research paper, you check many sources, including books, encyclopedias, magazines, and newspapers. Your bibliography lists all the sources you consulted, whether you quote from them in your paper or not. The bibliography has two functions. First, it shows how far you went in researching your topic by indicating the complete range of your resources. Second, it shows your reader where to look for additional information if he finds your topic interesting.

Bibliography entries have standard forms, but you may find that different books and different teachers prefer different forms. The information will be the same with all bibliography forms; only punctuation will vary. The important consideration is that you consistently use one format or another. Listed below is one form for bibliography entries.

BOOK BY ONE AUTHOR

Arendt, Hannah. The Human Condition. Chicago: University of Chicago Press, 1958.

BOOK BY TWO AUTHORS

Bredemeier, Harry C. and Richard M. Stephenson. The Analysis of Social Systems. New York: Holt, Rinehart, and Winston, 1962.

BOOK BY TWO AUTHORS WITH THE SAME LAST NAME

Lamb, Charles and Mary. Tales from Shakespeare. New York: Macmillan, 1965.

BOOK BY MORE THAN TWO AUTHORS

Kadis, Asya L. and others. A Practicum of Group Psychology. New York: Harper and Row, 1963.

MORE THAN ONE ENTRY BY THE SAME AUTHOR

O'Neill, Eugene Gladstone. Long Day's Journey into Night. New Haven: Yale University Press, 1956.

-----. Mourning Becomes Electra, A Trilogy. New York: H. Liverright, Inc., 1931.

AN EDITED WORK

Lucas, E. V., ed. The Works of Charles and Mary Lamb. London: Meuthuen and Company, 1903.

AN EDITED COLLECTION OR ANTHOLOGY

Bradly, Samuel, and others. The American Tradition in Literature. New York: Grosset and Dunlap, Inc., 1967.

AN ESSAY OR CHAPTER PRINTED IN A COLLECTION

Forester, Norman. "The Intellectual Heritage of New England." Twentieth Century Commentary, ed. Richard Rutland. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1968, pp. 34-49.

A TRANSLATION

Lampedusa, Guiseppe di. The Leopard, trans. Archibald Colton. New York: Pantheon, 1960.

A SIGNED PERIODICAL (MAGAZINE) ARTICLE

Wilson, Sloan. "Explore Your Own World." *The Writer*, July, 1978, 9-12, 47.

AN UNSIGNED PERIODICAL ARTICLE

"Home-Style Christmas at the White House." *U. S. News and World Report*, December 26, 1977, 58-9.

AN ENCYCLOPEDIA ARTICLE

Rose, H. J. "Zeus." *Colliers Encyclopedia*, 1971, pp. 758-9.

A SIGNED NEWSPAPER ARTICLE

Zagano, P. "I Wonder Who's Writing Them Now: College Students' Plagiarism." *New York Times*, May 18, 1975, 103.

A PAMPHLET WITH PUBLISHING INFORMATION

U. S. Department of Labor. "Jobs for Which a High School Education is Usually Required." Washington, DC: U. S. Government Printing Office, 1976.

A PAMPHLET WITH NO PUBLISHING INFORMATION GIVEN

"Instructions for Expectant Mothers." (No publishing information given.)

AN INTERVIEW WHERE NO DESCRIPTION OF INTERVIEWEE IS NECESSARY

Lennon, John. Personal interview. London, England, July 10, 1978.

AN INTERVIEW WHERE DESCRIPTIVE PHRASE OF INTERVIEWEE IS NECESSARY

Gretz, Gregory, World War II veteran. Personal interview. Oklahoma City, Oklahoma, July 1, 1980.

A LECTURE

Bowen, Jack. Commencement Address at Millwood High School. Oklahoma City, OK, May 13, 1981.

AUDIO-VISUAL MATERIAL

Columbia Broadcasting Studio. "The Business of Newspapers." New York: National Network, July 14, 1978.

A SURVEY

Smith, Susan. Survey of Moore High School Students. October 12, 1980.

NOTE: The last few entries give you a form for including primary, or first-hand, research in your bibliography. If you are fortunate enough to interview someone famous, you can include it as a source. If you watch a television show, hear a guest lecturer, conduct an original survey, or interview someone with direct experience on your subject, you have a format above for including that information.

When appending your bibliography to a paper, title your page "Bibliography". Then arrange all the entries in your bibliography in alphabetical order according to the last name of the authors. If no author is given, go to the next item given and alphabetize by that word. It makes no difference what kind of source - only the first word in the entry. Start the entry at the left margin. When an entry runs more than one line, indent the additional lines. Use a single space between the lines of the entry, and leave a double space between entries.

How to Write a Ballad

1. Choose a person for the subject of your ballad, or write on your assigned person if your teacher so directs.

2. Select a story about this person to tell in your ballad. Using the form provided, list the main events of your story, omitting any details that are not essential to your story. Remember that your selected person will be the main character in your ballad.

3. A ballad is a story, and every good story has a conflict -- a decision to be made, a disagreement to be settled, a goal to be accomplished, a problem to be overcome. Decide what the major conflict is in your story. In a sentence or two, explain this conflict.

4. There should be a climax -- a final event that ends your story's conflict, either happily or unhappily. In a sentence or two, write out the climax of your story in the space provided.

5. Most ballads contain dialogue -- at least one person speaking directly. Decide who is going to be speaking in your ballad and to whom. Write down some of the things this person might say. If you plan on having another speaker, write down this character's lines also. This dialogue should help reveal the conflict in your story.

6. Ballads have a regular beat, or meter. This is because most ballads were meant to be sung. Pick a tune with a strong beat (O My Darling Clementine," or "Ballad of John Henry," "Froggy Went A-Courtin'," "My Country 'Tis of Thee," "Ballad of Davy Crockett," "Streets of Laredo," "Yankee Doodle," "Red River Valley" or another) and try writing some lines of your ballad so that they could be sung to this tune.

7. Most ballads have a refrain -- repeated lines. Think of a phrase or line you will repeat in your ballad and write it down in the space provided. Be sure that this refrain can be sung to the tune you picked in step 6. (You may wish to use part of your dialogue for this refrain.)

8. Write out the first stanza of your ballad, remembering to include your refrain. (Each stanza will be at least four or five lines long.) Try to rhyme at least one line in the stanza with another one. (A rhyming dictionary or a thesaurus can help you find synonyms which may rhyme if you have trouble thinking of rhyming words.) Sing your stanza to the tune you selected above and see how it

sounds, go on and write the rest of the stanzas for your ballad in the same way. If it doesn't sound right, see if the rhythm in the sentence is wrong. Make the necessary changes before starting the next stanza.

9. Now continue writing the remaining stanzas. When your whole ballad is written, practice so that you are sure it is exactly the way you want it. Write up a neat, correct final copy. Illustrate perhaps for a bulletin board display or perform for the class.

Ballad Planning Sheet

1. Subject or Person: ______________________________

2. Main Events: ______________________________

____

____

____

3. Conflict: ______________________________

____

4. Climax: ______________________________

____

5. Speaker(s) of Dialogue: ______________________________

6. Lines: ______________________________

____

____

7. Refrain: ______________________________

____

8. Title of Your Ballad: ______________________________

9. Tune Based On: ______________________________

10. Stanza from Original Tune:

____

____

____

____

____

Now write out sample stanzas for your ballad based on the rhythm of the sample stanza chosen from your model. Transfer final form to notebook paper or poster board for display.

PLANNING BEFORE INTERVIEWING

- I. Determine the person or persons to be interviewed.
  - A. Select with care.
  - B. Consider the availability of this person as well as yourself.
  - C. Consider the contribution this person can make.
- II. Call to ask for an interview.
  - A. Call the interviewee to ask permission for the interview.
  - B. Explain the purpose of the interview and tell how you intend to use the ideas gained.
  - C. Set a mutually agreed upon time and place for the interview to occur.
  - D. Avoid interviewing in a public place.
  - E. Try to interview the person in his work or home environment.
  - F. Ask if he minds your taking notes and/or tape recording the interview.
  - G. Respect wholly his wishes.
- III. Prepare for the interview.
  - A. Read about and confer with others about the person to be interviewed.
    - 1. Learn all you can about this person before you take his time for an interview.
      - a. Try to learn about his educational background and occupation.
      - b. Try to learn about any specialized experiences which apply to your research needs.
    - 2. Review the material learned to determine useful questions to ask.
  - B. Record several basic questions that will lead him to relate the necessary information you seek.
    - 1. Arrange the questions in an order that will allow ease in asking.
    - 2. Space these questions apart on paper so that you can have adequate space to write quick notes.
    - 3. Use your regular hardback notebook, have the paper and pen easily accessible, and be organized.
- IV. Conduct the interview.
  - A. Be courteous, friendly, sincere.
  - B. Try to sit across from the person being interviewed so that you can look into his face.
  - C. Converse easily with the interviewee.
  - D. Again ask the interviewee if he minds your taking notes and/or tape recording. If he appears reluctant about the recording, be sure to set the recorder aside and rely on your observation and notes.
  - E. Tilt the notebook upwards so that you can write in your own abbreviations and shorthand without the interviewee trying to read every word you write.
  - F. Avoid letting him see your notes, but read back any necessary word-for-word quote to check.
  - G. Look far less to the notes being taken than to the person being interviewed.
    - 1. Notice his facial expression as he answers certain questions or makes specific comments.
    - 2. Notice his manner of speaking--tone, emphasis, hestitancy, manner.
    - 3. Notice his movement of hands and posture.
  - H. Record any of the above to help you in writing about the interviewee's personality, character, and command of knowledge (if any apply).

I. Feel successful if the interviewee continues to talk and you have to ask few questions.
J. Enjoy the conversation, yet keep yourself in the background.
K. If the interviewee gets sidetracked in reminiscing, you can gently ask a leading question to guide the conversation.
L. Careful listening and thinking should cause you to ask questions which were not planned for, but which may be important.
M. Be accurate, ask to gain verification, and quote accurately.
N. Be gracious in thanking the interviewee and in concluding the interview.

V. Follow up the interview.
A. Immediately make the notes legible to yourself, add ideas not recorded, and supply personalized ideas.
B. If at all possible, send the interviewee a copy of the paper that you write using information gained from the interview.
C. If any of his ideas helped to earn you individual recognition or an especially good grade, please call him and thank him again. Consider writing him a friendly thank-you note.

Geraldine Burns
Fairview High School
Fairview, Oklahoma

_______________ Student

INTERVIEW DATA SHEET

Author: _______________ Title: _______________

Publisher: _______________ Date of Publication: _______________

Interviewee: _______________ Interviewer: _______________

I. Background on interviewee:

Occupation: _______________ Character Traits: _______________

Employer/Place of Employment: _______________ Significant Achievements: _______________

Education or Training: _______________ Major Interests or Concerns: _______________

Family/Childhood Influences: _______________ Home/Family at Time of Interview: _______________

II. List major ideas, accomplishments, activities of the interviewee that were covered in the biography read.

A. _______________ Page _______________
B. _______________ Page _______________
C. _______________ Page _______________
D. _______________ Page _______________
E. _______________ Page _______________

III. Write as many good interview questions as you can think of for each of the above topics (A-E):

A. _______________
B. _______________
C. _______________
D. _______________
E. _______________

IV. Attach written Question and Answer Style Interview.

PRIVATE FILE

Name: ______________________ Date of Birth: ________ Date of Death: ________

Sources: ____

Address: ______________________________ Sex: M F

Marital Status: ______________________ Number of Dependents: ________

(Picture)

Physical Characteristics:

Character Description:

Statements by Subject:

Educational Background: ______________________________

Occupational Background: ______________________________

Quotes, Comments From Others About Person:

Speaker: ______________________________

Speaker: ______________________________

Important Incidents In Which Person Was Involved:

Major Accomplishments:

Final Comments:

Name of Investigating Agent:

Date:

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1 Topic

2 QUESTIONS TO ANSWER

3 SOURCES

4 MATERIALS

5 Report format

6 Products

7 Evaluation

ADDRESSING IMPORTANT PERSONAGES

The Person	Address on Envelope	Informal Salutation	Formal Salutation	Complimentary Close Formal
The President	The President The White House Washington, D.C.	My dear Mr. President	The President: (official) Mr. President	Respectfully yours,
His wife	Mrs. Collier	My dear Mrs. Collier:		
The Vice-President	The Vice-President United States Senate Washington, D.C.	My dear Mr. Vice-President:	Mr. Vice-President: or Sir:	Very truly yours,
The Chief Justice	The Chief Justice The Supreme Court Washington, D.C.	My dear Mr. Chief Justice:	Sir:	Very truly yours,
Associate Justice of the Supreme Court	Mr. Justice Moran The Supreme Court Washington, D.C.	My dear Mr. Justice:	Sir:	Very truly yours,
Former President	The Honorable Paul Lee Ryan Office Address	My dear Mr. Ryan:	Sir:	Very truly yours,
The Speaker of the House of Representatives	The Honorable Alan Gene Grey The Speaker of the House of Representatives Washington, D.C.	My dear Mr. Speaker:	Sir:	Very truly yours,
Cabinet member (man)	The Honorable Ward Palmer The Secretary of State Washington, D.C.	My dear Mr. Secretary:	Sir:	Very truly yours,
(woman)	The Honorable Alice Fay Brown	My dear Madam Secretary:	Madam:	Very truly yours,
("Secretary" is used in the title of all Cabinet members except the Attorney General and the Postmaster General. Their full titles are used when addressing them: envelope: The Attorney General; speaking to: Mr. Attorney General.)				
Senator (man)	The Honorable Jacob John Saul United States Senate	My dear Senator Saul:	Sir:	Very truly yours,

The Person	Address on Envelope	Informal Salutation	Formal Salutation	Complimentary Close Formal
Senator (woman)	The Honorable Nannie Ellen Hammon United States Senate	My dear Senator Hammon:	Madam:	Very truly yours,
Representative (man)	The Honorable Brian David Lee United States House of Representatives	My dear Mr. Lee:	Sir:	Very truly yours,
(woman)	The Honorable Monica Faye Ray United States House of Representatives	My dear Miss (Mrs.) Ray:	Madam:	Very truly yours,
Governor of a State	The Honorable Chad Spencer Hull Governor of Nebraska	My dear Governor Hull:	Sir:	Very truly yours,
(State Senators and Representatives are addressed in the same way as U. S. Senators and Representatives.)				
Mayor	The Honorable Jared J. Martin Mayor of Nevada	My dear Mayor Martin: or Dear Mr. Mayor:	Sir:	Very truly yours,
Presiding Justice of a State Supreme Court	The Honorable Donald R. McKee Presiding Justice Supreme Court of the State of Massachusetts	My dear Mr. Justice:	Sir:	Very truly yours,
Judge	Also referred to as The Honorable Pat Wilcox Judge of the Carion Court			
United States Representative to the United Nations	The Honorable Donald D. Dillingham United States Representative to the United Nations	My dear Mr. Ambassador:	Sir:	Very truly yours,

The Person	Address on Envelope	Informal Salutation	Formal Salutation	Complimentary Close Formal
Diplomatic Corps				
Ambassador (man)	The Honorable Harold I. Josey American Ambassador	My dear Mr. Ambassador: (If an Army man, retains title: My dear Colonel Josey:)	Sir:	Very truly yours,
(woman)	The Honorable Diane Jane Roth American Ambassador	My dear Madam Ambassador:	Madam:	Very truly yours,
Minister	The Honorable Cham L. Carter American Minister to (country)	My dear Mr. Minister:	Sir:	Very truly yours,
Consul General	Mr. Barry M. Inlow American Consul General	My dear Mr. Inlow:	Sir:	Very truly yours,
Foreign Representatives to the United States				
Ambassador	His Excellency Jean Louis Provencher Ambassador of France	My dear Mr. Ambassador:	Excellency:	Respectfully yours,
Ministers	His Excellency Nathaniel L. Fishbein Minister of (country)	My dear Mr. Minister:	Sir:	Respectfully yours,
Doctors, Deans, Professors, and Lawyers				
President of a University	Donald Gene Hider, Ph.D. President University of Boston	My dear Dr. Hider:	Sir:	Very truly yours,
Medical doctor	Julian Carey, M. D.	My dear Dr. Carey:	Sir:	Very truly yours,
Lawyer	Mr. Charles Johnson Attorney at Law	My dear Mr. Johnson:	Sir:	Very truly yours,
University Professor	Professor Craig Martin Office address (Dr. or Mr. Martin)	Dear Professor (Dr. or Mr.) Martin:	Dear Sir:	Very truly yours,

RATING MEMBERS OF CONGRESS*

A number of organizations rate Members of Congress by their floor votes. Each organization selects a list of votes it views as important to the organization's interests. Thus, the vote lists vary. Some of the organizations that compile such rating lists will send them on request, often free, sometimes for a nominal fee:

Americans for Constitutional Action
955 L'Enfant Plaza, SW
Washington, DC 20024

Americans for Democratic Action
1424 16th Street, NW
Washington, DC 20036

Common Cause
2030 "M" Street, NW
Washington, DC 20036

Committee on Political Action
AFL-CIO
815 16th Street, NW
Washington, DC 20006

National Association of Businessmen
1000 Connecticut Avenue, NW
Washington, DC 20036

Taxation With Representation
Suite 201, 732 17th Street, NW
Washington, DC 20006

League of Women Voters
1730 "M" Street, NW
Washington, DC 20036

Ripon Society
1609 Connecticut Avenue, NW
Washington, DC 20009

National Farmers Union
1012 14th Street
Washington, DC 30005

American Conservative Union
316 Pennsylvania Avenue, SE
Washington, DC 20003

Consumer Federation of America
1012 14th Street, NW
Washington, DC 20005

American Security Council
1101 17th Street, NW
Washington, DC 20036

*When asking for a rating list, also ask about the organization views. Find out what each organization seeks in a representative.

How to Get the United States Government Manual:

The United States Government Manual, on sale at the U. S. Government Printing Office, Washington, DC 20402, is the official directory of Federal Government Departments and independent agencies. It describes the purposes and programs of most government agencies, and lists top personnel for those agencies. Following is a list of the Departments, along with the Office of Management and Budget, that comprise what is generally known as the President's Cabinet. (All area codes are 202; all are in Washington, DC)

AGRICULTURE:	The Mall between 12th-14th Streets, SW Zip code: 20250 Phone: 447-2791
COMMERCE:	14th Street Between Constitution Avenue and "E" Street, NW Zip code: 20230 Phone: 377-2113
DEFENSE:	The Pentagon Zip code: 20301 Phone: 545-6700
EDUCATION:	400 Maryland Avenue, SW Zip code: 20202 Phone: 426-6420
ENERGY:	Forestal Bldg., 100 Independence Ave., SW Zip code: 20585 Phone: 282-6210
HEALTH, HUMAN SERVICES:	200 Independence Avenue, SW Zip code: 20201 Phone: 245-6296
HOUSING, URBAN DEVELOPMENT:	451 7th Street, SW Zip code: 20410 Phone: 755-6417
INTERIOR:	"C" Street between 18th-19th Streets, NW Zip code: 20240 Phone: 343-1100
JUSTICE:	Constitution Avenue and 10th Street, NW Zip code: 20530 Phone: 633-2000
LABOR:	200 Constitution Avenue, NW Zip code: 20210 Phone: 523-8165
STATE:	2201 "C" Street, NW Zip code: 20520 Phone: 632-4910
TRANSPORTATION:	400 Seventh Street, SW Zip code: 20590 Phone: 426-4000
TREASURY:	1500 Pennsylvania Avenue, NW Zip code: 20220 Phone: 566-2533
OFFICE OF MANAGEMENT BUDGET:	Executive Office Building Zip code: 20503 Phone: 395-4840

LETTER-WRITING ADDRESSES

How to Order the Congressional Record:

The public proceedings of each House of Congress are printed and published for each day that one or both Houses are in session in the Congressional Record. It will be furnished by mail to subscribers, free of postage, for $6.25 per month, $75.00 per year, or 50¢ per copy, payable in advance. Remit check or money order, made payable to:

Superintendent of Documents
Government Printing Office
Washington, DC 20402

How to Order the Federal Register:

The Federal Register, published daily, includes Federal agency regulations and proposed regulations and changes and other legal documents of the executive branch. It will be furnished by mail to subscribers, free of postage, for $5.00 per month, $50.00 per year, or 75¢ per issue, payable in advance. Remit check or money order, made payable to:

Superintendent of Documents
Government Printing Office
Washington, DC 20402

Where to Get Bills, Committee Reports:

To obtain a bill or committee report, contact:

House Document Room
H-226 Capitol
Washington, DC 20515
Phone: (202) 225-3456

Senate Document Room
S-235 Capitol
Washington, DC 20510
Phone: (202) 224-4321

Where to Write A U. S. Senator or U. S. Representative:

The Honorable John S. Doe
Senate Office Building
Washington, DC 20510
(Dear Senator Doe:)

The Honorable James K. Doe
House Office Building
Washington, DC 20515
(Dear Mr. Doe:)

Special Caucuses:

Congresswomen's Caucus
2471 Rayburn Building
Washington, DC
Phone: (202) 225-6740

Congressional Black Caucus
306 House Annex
Washington, DC
Phone: (202) 225-1691

ABC TELEVISION NETWORK
1330 Avenue of the Americas
New York, NY 10019

ACTORS' EQUITY ASSOCIATION
165 W. 46th Street
New York, NY 10036

AIR POLLUTION CONTROL ASSOCIATION
P. O. Box 2861
Pittsburg, PA 15230

AMATEUR SKATING UNION OF
THE UNITED STATES
4423 West Deming Place
Chicago, IL 60639

AMERICAN ARBITRATION ASSOCIATION
140 W. 51st Street
New York, NY 10029

AMERICAN ASTRONOMICAL SOCIETY
Department of Physics and Astronomy
Louisiana State University
Baton Rouge, LA 70803

AMERICAN BIBLE SOCIETY
1865 Broadway
New York, NY 10023

AMERICAN CANCER SOCIETY
777 Third Avenue
New York, NY 10017

AMERICAN CIVIL LIBERTIES UNION
132 W. 43rd Street
New York, NY 10036

AMERICAN DIABETES ASSOCIATION
600 Fifth Avenue
New York, NY 10020

AMERICAN HISTORICAL ASSOCIATION
400 "A" Street, SE
Washington, DC 20003

AMERICAN KENNEL CLUB
51 Madison Avenue
New York, NY 10010

ACTION
806 Connecticut Avenue, NW
Washington, DC 20525

AFRICAN-AMERICAN INSTITUTE
833 United Nations Plaza
New York, NY 10017

ALCOHOLICS ANONYMOUS
General Service Office
P. O. Box 459
Grand Central Station
New York, NY 10017

AMATEUR SOFTBALL ASSOCIATION
2801 N. E. 50th Street
Oklahoma City, OK 73111

AMERICAN ASSOCIATION OF MUSEUMS
1055 Thomas Jefferson Street, NW
Washington, DC 20007

AMERICAN BAR ASSOCIATION
1155 E. 60th Street
Chicago, IL 60637

AMERICAN BOWLING CONGRESS
5301 South 76th Street
Greendale, WI 53129

AMERICAN CHEMICAL SOCIETY
1155 16th Street, NW
Washington, DC 20036

AMERICAN DENTAL ASSOCIATION
211 E. Chicago Avenue
Chicago, IL 60611

AMERICAN HEART ASSOCIATION
7320 Greenville Avenue
Dallas, TX 75231

AMERICAN HORTICULTURAL SOCIETY
Mt. Vernon
Virginia 22121

AMERICAN INSTITUTE OF ARCHITECTS
140 W. 51st Street
New York, NY 10020

AMERICAN LEAGUE OFFICE (baseball)
280 Park Avenue
New York, NY 10017

AMERICAN MATHEMATICAL SOCIETY
201 Charles Street
Providence, RI 02940

AMERICAN MOTORCYCLE ASSOCIATION
P. O. Box 141
Westerville, OH 43081

AMERICAN PHILATELIC SOCIETY
P. O. Box 800
State College, PA 16801

AMERICAN RED CROSS
17th and "D" Streets, NW
Washington, DC 20006

AMERICAN SOCIETY OF COMPOSERS, AUTHORS, AND PUBLISHERS (ASCAP)
One Lincoln Plaza
New York, NY 10023

AMERICAN WATER SKI ASSOCIATION
P. O. Box 191
Winter Haven, FL 33880

AMNESTY INTERNATIONAL OF THE UNITED STATES OF AMERICA, INC.
200 W. 72nd Street, Room 64
New York, NY 10023

AUTHORS LEAGUE OF AMERICA
234 W. 44th Street
New York, NY 10036

BIG BROTHERS/BIG SISTERS OF AMERICA
117 S. 17th Street
Suite 1200
Philadelphia, PA 19103

BOY SCOUTS OF AMERICA
P. O. Box 61030
Dallas-Fort Worth Airport
TX 75261

AMERICAN LEGION
P. O. Box 1055
Indianapolis, IN 46206

AMERICAN MEDICAL ASSOCIATION
535 Dearborn Street, North
Chicago, IL 60610

AMERICAN NUMISMATIC ASSOCIATION
818 North Cascade
Colorado Springs, CO 80903

AMERICAN PHILOSOPHICAL SOCIETY
104 S. 5th Street
Philadelphia, PA 19103

AMERICAN SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS
441 E. 92nd Street
New York, NY 10028

AMERICAN VETERANS OF WORLD WAR II, KOREA, AND VIETNAM
4647 Forbes Blvd.
Lanham, MD 20801

AMERICAN YOUTH HOSTELS
National Campus
Delaplane, VA 22025

ARTHRITIS FOUNDATION
3400 Peachtree Road, NE
Atlanta, GA 30326

AUTOGRAPH COLLECTOR'S CLUB, UNIVERSAL
1211 Avenue "I"
Brooklyn, NY 11230

BASEBALL COMMISSIONER'S OFFICE
75 Rockefeller Plaza
New York, NY 10019

BUREAU OF CONSUMER PROTECTION
Federal Trade Commission
Washington, DC 20580

CBS TELEVISION NETWORK
51 West 52nd Street
New York, NY 10019

CAMPERS AND HIKERS ASSOCIATION
7172 Transit Road
Buffalo, NY 14221

CHAMBER OF COMMERCE OF THE U.S.
1615 "H" Street, NW
Washington, DC 20062

CIRCUS FANS ASSOCIATION OF AMERICA
P. O. Box 605
Aurora, IL 60507

CONGRESS OF RACIAL EQUALITY (CORE)
1916-38 Park Avenue
New York, NY 10037

CONSUMER PRODUCT SAFETY COMMISSION
1111 18th Street, NW
Washington, DC 20207

COUNCIL ON ENVIRONMENTAL QUALITY
722 Jackson Place, NW
Washington, DC 20006

COUNTRY MUSIC ASSOCIATION
Box 22299
Nashville, TN 38116

FEDERAL ELECTION COMMISSION
1325 "K" Street, NW
Washington, DC 20463

4-H PROGRAM
SEA - Extension
U. S. Department of Agriculture
Washington, DC 20250

FUTURE FARMERS OF AMERICA
5632 Mt. Vernon Highway
Alexandria, VA 22309

GIRL SCOUTS OF THE U.S.A.
830 Third Avenue
New York, NY 10022

CAMP FIRE, INC.
4601 Madison Avenue
Kansas City, MO 64112

CENTRAL INTELLIGENCE AGENCY (CIA)
Washington, DC 20505

CHILD WELFARE LEAGUE OF AMERICA
67 Irving Place
New York, NY 10003

COMMISSION ON CIVIL RIGHTS
1121 Vermont Avenue, NW
Washington, DC 20425

CONSUMER FEDERATION OF AMERICA
1012 14th Street, NW
Suite 901
Washington, DC 20005

COUNCIL OF ECONOMIC ADVISORS
Executive Office Building
Washington, DC 20506

COUNT DRACULA SOCIETY
334 W. 54th Street
Los Angeles, CA 90037

FEDERAL COMMUNICATIONS COMMISSION
1919 "M" Street, NW
Washington, DC 20554

FEDERAL TRADE COMMISSION
Pennsylvania Avenue at 6th Street, NW
Washington, DC 20580

FREEDOM OF INFORMATION CENTER
P. O. Box 858
Columbia, MD 65201

FUTURE HOMEMAKERS OF AMERICA
2010 Massachusetts Avenue, NW
Washington, DC 20036

HUMANE SOCIETY OF THE U. S.
2100 "L" Street, NW
Washington, DC 20037

INDIAN RIGHTS ASSOCIATION
1505 Race Street
Philadelphia, PA 19102

INTERNATIONAL FRISBEE ASSOCIATION
P. O. Box 4578
North Hollywood, CA 91607

INTERSTATE COMMERCE COMMISSION
12th Street & Constitution Ave., NW
Washington, DC 20423

LADIES PROFESSIONAL GOLF
ASSOCIATION
919 Third Avenue
New York, NY 10022

LIARS CLUB
Burlington, WI 53105

MUSCULAR DYSTROPHY ASSOCIATION
810 Seventh Avenue
New York, NY 10019

NBC TELEVISION NETWORK
30 Rockefeller Plaza
New York, NY 10020

NATIONAL ASSOCIATION FOR GIRLS
AND WOMEN IN SPORTS
1201 16th Street, NW
Washington, DC

NATIONAL ASSOCIATION OF
MANUFACTURERS
1776 "F" Street, NW
Washington, DC 20006

NATIONAL AUDUBON SOCIETY
950 Third Avenue
New York, NY 10022

NATIONAL BASKETBALL ASSOCIATION
League Office
2 Pennsylvania Plaza, Suite 2010
New York, NY 10001

NATIONAL CLEARINGHOUSE FOR ALCOHOL
INFORMATION
P. O. Box 2345
Rockville, MD 20852

INTERNATIONAL FRIENDSHIP LEAGUE,
INC. (Pen-pals)
40 Mt. Vernon Street
Boston, MA 02108

INTERNATIONAL KITEFLIERS ASSOCIATION
c/o Mr. Will Yolen
321 East 48th Street
New York, NY 10017

JUNIOR ACHIEVEMENT
550 Summer Street
Stamford, CN 06901

LEAGUE OF WOMEN VOTERS OF THE U.S.
1730 "M" Street, NW
Washington, DC 20036

LITTLE LEAGUE BASEBALL
Williamsport, PA 17701

NASA
Lyndon B. Johnson Space Center
Houston, TX 77058

NATIONAL AERONAUTIC ASSOCIATION
821 15th Street, NW
Washington, DC 20005

NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF COLORED PEOPLE
1790 Broadway
New York, NY 10019

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Spring, MD 20005

NATIONAL AUDUBON SOCIETY
1130 5th Avenue
New York, NY 10028

NATIONAL CAMPERS & HIKERS
ASSOCIATION
7172 Transit Road
Buffalo, NY 14221

NATIONAL CONGRESS OF PARENTS
AND TEACHERS
700 N. Rush Street
Chicago, IL 60611

NATIONAL COUNCIL OF CHURCHES
475 Riverside Drive
New York, NY 10115

NATIONAL FOOTBALL LEAGUE OFFICE
410 Park Avenue
New York, NY 10022

NATIONAL GEOGRAPHIC SOCIETY
17th and "M" Streets, NW
Washington, DC 20036

NATIONAL HOT ROD ASSOCIATION
10639 Riverside Drive
North Hollywood, CA 91602

NATIONAL INVESTIGATIONS COMMITTEE
ON UNIDENTIFIED FLYING OBJECTS
7970 Woodman Avenue
Van Nuys, CA 91402

NATIONAL LEAGUE OFFICE (baseball)
280 Park Avenue
New York, NY 10017

NATIONAL MODEL RAILROAD ASSOCIATION
7061 Twin Oaks Drive
Indianapolis, IN 46226

NATIONAL SAFETY COUNCIL
444 N. Michigan Avenue
Chicago, IL 60611

NATIONAL SMALL BUSINESS
ASSOCIATION
1604 "K" Street, NW
Washington, DC 20006

NATIONAL URBAN LEAGUE
500 E. 62nd Street
New York, NY 10021

NUCLEAR REGULATORY COMMISSION
1717 "H" Street, NW
Washington, DC 20555

NATIONAL DAIRY COUNCIL
6300 North River Road
Rosemont, IL 60018

NATIONAL FOUNDATION ON THE ARTS
AND THE HUMANITIES
2401 "E" Street, NW
Washington, DC 20506

NATIONAL HOCKEY LEAGUE HEADQUARTERS
920 Sun Life Building
Montreal, Quebec H3B 2W2

NATIONAL INSTITUTE OF MENTAL
HEALTH
5600 Fishers Lane
Rockville, MD 20857

NATIONAL JOGGING ASSOCIATION
1910 "K" Street, NW
Suite 202
Washington, DC 20006

NATIONAL MENTAL HEALTH ASSOCIATION
1800 N. Kent Street
Arlington, VA 22209

NATIONAL MULTIPLE SCLEROSIS
SOCIETY
205 E. 42nd Street
New York, NY 10017

NATIONAL SCIENCE FOUNDATION
1800 "G" Street, NW
Washington, DC 20550

NATIONAL SOCIETY TO PREVENT
BLINDNESS
79 Madison Avenue
New York, NY 10016

NATIONAL WILDLIFE FEDERATION
1412 16th Street, NW
Washington, DC 20036

OFFICE OF SCIENCE AND TECHNOLOGY POLICY
Executive Office Building
Washington, DC 20500

PBS TELEVISION NETWORK
475 L'Enfant Plaza, SW
Washington, DC 20024

RODEO COWBOYS ASSOCIATION
2929 W. 19th Avenue
Denver, CO 80204

SEEING EYE
Morristown, NJ 07960

SOCIETY OF AMERICAN MAGICIANS
66 Marked Tree Road
Needham, MA 02192

SPORTS CAR CLUB OF AMERICA
6750 S. Emporia
Englewood, CO 80112

UNITED CEREBRAL PALSY ASSOCIATIONS
66 E. 34th Street
New York, NY 10023

U. S. ADVISORY BOARD ON CHILD ABUSE AND NEGLECT
Dept. of Health, Human Services
400 Sixth Street, SW
Washington, DC 20024

U. S. ADVISORY COUNCIL ON HISTORIC PRESERVATION
1522 "K" Street, NW
Suite 510
Washington, DC 20005

U. S. CHESS FEDERATION
186 Rt. 9W
New Windsor, NY 12550

U. S. COMMISSION ON FEDERAL PAPERWORK
1111 20th Street, NW
Suite 200
Washington, DC 20582

OVEREATERS ANONYMOUS
2190 190th Street
Torrance, CA 90504

PUPPETEERS OF AMERICA
2311 Connecticut Avenue
Washington, DC 20008

SCREEN ACTORS GUILD
7750 Sunset Blvd.
Hollywood, CA 90046

SIERRA CLUB
530 Bush Street
San Francisco, CA 94108

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE
334 Auburn Avenue, NE
Atlanta, GA 30303

TRACK AND FIELD ASSOCIATION OF THE USA
10920 Ambassador Drive
Kansas City, MO 64153

UNITED NEGRO COLLEGE FUND
500 E. 62nd Street
New York, NY 10021

U. S. ADVISORY COUNDIL ON EMPLOYMENT OF THE HANDICAPPED
1111 20th Street
Washington, DC 20210

U. S. ARTHRITIS COORDINATING COMMITTEE
National Institute of Health
Bldg. 1-31, Room 9A35
Bethesda, MD 20014

U. S. CITIZENS STAMP ADVISORY COMMITTEE
U. S. Postal Service, Room 5520
Stamp Division
475 L'Enfant Plaza, SW
Washington, DC 20260

622

U. S. COMMITTEE ON FIRE PREVENTION AND EDUCATION
National Fire Prevention and Control Administration
Department of Commerce
Washington, DC 20230

U. S. DIABETES MELLITUS COORDINATING COMMITTEE
National Institute of Health
Room 303, Building 1
Bethesda, MD 20014

U. S. INDIAN ARTS AND CRAFTS BOARD
Dept. of the Interior Building
Room 4004
Washington, DC 20250

U. S. MIGRATORY BIRD COMMISSION
Department of the Interior Building
Washington, DC 20240

U. S. NATIONAL CLEARING HOUSE ON AGING
330 Independence Avenue, SW
Room 4146
Washington, DC 20201

UNITED STATES OLYMPIC COMMITTEE
1750 Boulder Street
Colorado Springs, CO 80909

U. S. TABLE TENNIS ASSOCIATION
Box 815
Orange, CT 06477

VETERANS ADMINISTRATION
810 Vermont Avenue, NW
Washington, DC 20420

WORLD WILDLIFE FUND
Suite 728
910 17th Street, NW
Washington, DC 20036

U. S. CYCLING FEDERATION
Box 669
Wall Street Station
New York, NY 10005

U. S. ENDANGERED SPECIES SCIENTIFIC AUTHORITY
1612 "K" Street, NW
Washington, DC 20240

U. S. MARINE MAMMAL COMMISSION
Room 307
1625 "I" Street, NW
Washington, DC 20006

U. S. NATIONAL ADVISORY COMMITTEE ON OCEANS AND ATMOSPHERE
3300 Whitehaven Street, NW
Room 434
Washington, DC 20235

U. S. NATIONAL INSTITUTE OF HEALTH
Bethesda, MD 20014

UNITED STATES STUDENT ASSOCIATION
1220 "G" Street, SE
Washington, DC 20003

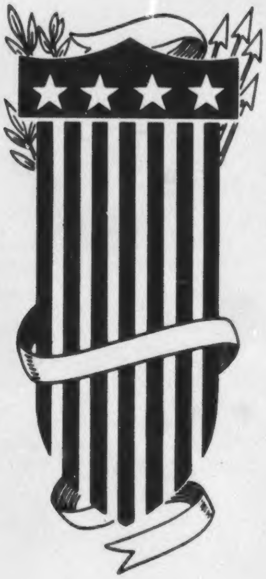
U. S. TENNIS ASSOCIATION
51 E. 41nd Street
New York, NY 10017

WALT DISNEY PRODUCTIONS
500 South Buena Vista Street
Burbank, CA 91521

THE UNITED STATES

NO.	STATE	DATE of ADMIS-SION	NICKNAME	CAPITAL
1	Delaware	Original Thirteen Colonies	Blue Hen	Dover
2	Pennsylvania		Keystone	Harrisburg
3	New Jersey		Garden	Trenton
4	Georgia		Empire State of the South	Atlanta
5	Connecticut		Nutmeg	Hartford
6	Massachusetts		Bay	Boston
7	Maryland		Old Line	Annapolis
8	South Carolina		Palmetto	Columbia
9	New Hampshire		Granite	Concord
10	Virginia		Old Dominion	Richmond
11	New York		Empire	Albany
12	North Carolina		Tar Heel	Raleigh
13	Rhode Island		Little Rhody	Providence
14	Vermont	1791	Green Mountain	Montpelier
15	Kentucky	1792	Bluegrass	Frankfort
16	Tennessee	1796	Volunteer	Nashville
17	Ohio	1803	Buckeye	Columbus
18	Louisiana	1812	Pelican	Baton Rouge
19	Indiana	1816	Hoosier	Indianapolis
20	Mississippi	1817	Magnolia	Jackson
21	Illinois	1818	Prairie	Springfield
22	Alabama	1819	Cotton	Montgomery
23	Maine	1820	Pine Tree	Augusta
24	Missouri	1821	Show Me	Jefferson City
25	Arkansas	1836	Wonder	Little Rock
26	Michigan	1837	Wolverine	Lansing
27	Florida	1845	Sunshine	Tallahassee
28	Texas	1845	Lone-Star	Austin
29	Iowa	1846	Hawkeye	Des Moines
30	Wisconsin	1848	Badger	Madison
31	California	1850	Golden	Sacramento
32	Minnesota	1858	Gopher	St. Paul
33	Oregon	1859	Beaver	Salem
34	Kansas	1861	Sunflower	Topeka
35	West Virginia	1863	Mountain	Charleston
36	Nevada	1864	Silver	Carson City
37	Nebraska	1867	Corn Husker	Lincoln
38	Colorado	1876	Centennial	Denver
39	North Dakota	1889	Flickertail	Bismarck

40	South Dakota	1889	Coyote	Pierre
41	Montana	1889	Treasure	Helena
42	Washington	1889	Evergreen	Olympia
43	Idaho	1890	Gem	Boise
44	Wyoming	1890	Equality	Cheyenne
45	Utah	1896	Beehive	Salt Lake City
46	Oklahoma	1907	Sooner	Oklahoma City
47	New Mexico	1912	Land of Enchantment	Santa Fe
48	Arizona	1912	Grand Canyon	Phoenix
49	Alaska	1959	none	Juneau
50	Hawaii	1959	Aloha State	Honolulu
	District of Columbia	1790		National Capital



STATE MOTTOES

ALABAMA	We dare defend our rights
ALASKA	North to the Future
ARIZONA	God Enriches
ARKANSAS	The People Rule
CALIFORNIA	Eureka (I have found it)
COLORADO	Nothing without Providence
CONNECTICUT	He who transplanted still sustains
DELAWARE	Liberty and Independence
FLORIDA	In God We Trust (unofficial)
GEORGIA	Wisdom, Justice and Moderation
HAWAII	The life of the land is perpetuated in righteousness
IDAHO	It Is Forever
ILLINOIS	State Sovereignty, National Union
INDIANA	The Crossroads of America
IOWA	Our liberties we prize and our rights we will maintain
KANSAS	To the Stars Through Difficulties
KENTUCKY	United We Stand, Divided We Fall
LOUISIANA	Union, Justice and Confidence
MAINE	I direct or I guide
MARYLAND	Deeds are manly, words are womanly
MASSACHUSETTS	By the sword we seek peace, but peace only under liberty.
MICHIGAN	If you seek a pleasant peninsula, look about you
MINNESOTA	The Star of the North
MISSISSIPPI	By valor and arms

MISSOURI	The welfare of the people shall be the supreme law.
MONTANA	Gold and Silver
NEBRASKA	Equality Before the Law
NEVADA	All for Our Country
NEW HAMPSHIRE	Live Free or Die
NEW JERSEY	Liberty and Prosperity
NEW MEXICO	It grows as it goes
NEW YORK	Ever Upward
NORTH CAROLINA	To be, rather than to seem
NORTH DAKOTA	Liberty and Union, Now and Forever, One and Inseparable
OHIO	With God, all things are possible
OKLAHOMA	Labor Conquers All Things
OREGON	The Union
PENNSYLVANIA	Virtue, Liberty and Independence
RHODE ISLAND	Hope
SOUTH CAROLINA	Prepared in mind and resources. While I breathe, I hope
TENNESSEE	Agriculture and Commerce
TEXAS	Friendship
UTAH	Industry
VERMONT	Vermont, Freedom and Unity
VIRGINIA	Thus Always to Tyrants
WASHINGTON	Bye and Bye
WEST VIRGINIA	Mountaincers Are Always Free
WISCONSIN	Forward
WYOMING	Equal Rights

STATUES IN THE CAPITOL

Alabama	J. L. M. Curry Joseph Wheeler
Alaska	Edward Lewis (Bob) Bartlett
Arizona	John C. Greenway Eusebio Francisco Kino
Arkansas	Uriah M. Rose James P. Clarke
California	Thomas S. King Junipero Serra
Colorado	Florence Rena Sabin
Connecticut	Roger Sherman Jonathan Trumbull
Delaware	John M. Clayton Caesar Rodney
Florida	John Gorrie Edmund Kirby Smith
Georgia	Crawford W. Long Alexander H. Stephens
Hawaii	Joseph Damien de Veuster Kamehameha I
Idaho	George L. Shoup William E. Borah
Illinois	James Shields Frances E. Willard
Indiana	Oliver P. Morton Lew Wallace
Iowa	James Harlan Samuel J. Kirkwood
Kansas	John J. Ingalls George W. Glick
Kentucky	Henry Clay Ephraim McDowell
Louisiana	Huey P. Long Edward Douglass White
Maine	William King Hannibal Hamlin
Maryland	Charles Carroll of Carrollton John Hanson

Massachusetts	Samuel Adams John Winthrop
Michigan	Lewis Cass Zachariah Chandler
Minnesota	Henry Mower Rice Maria L. Sanford
Mississippi	Jefferson Davis James Z. George
Missouri	Thomas H. Benton Francis P. Blair, Jr.
Montana	Charles M. Russell
Nebraska	William Jennings Bryan J. Sterling Morton
Nevada	Patrick A. McCarran
New Hampshire	John Stark Daniel Webster
New Jersey	Philip Kearny Richard Stockton
New Mexico	Dennis Chavez
New York	George Clinton Robert R. Livingston
North Carolina	Zebulon Baird Vance Charles B. Aycock
North Dakota	John Burke
Ohio	James A. Garfield William Allen
Oklahoma	Sequoyah Will Rogers
Oregon	Jason Lee John McLoughlin
Pennsylvania	Robert Fulton John Peter G. Muhlenberg
Rhode Island	Nathanael Greene Roger Williams
South Carolina	John C. Calhoun Wade Hampton
South Dakota	William H. H. Beadle Joseph Ward
Tennessee	Andrew Jackson John Sevier

Texas	Stephen F. Austin Samuel Houston
Utah	Brigham Young
Vermont	Ethan Allen Jacob Collamer
Virginia	Robert E. Lee George Washington
Washington	Marcus Whitman
West Virginia	John E. Kenna Francis H. Pierpont
Wisconsin	Jacques Marquette Robert M. La Follette, Sr.
Wyoming	Esther Hobart Morris

SIGNERS OF THE DECLARATION OF INDEPENDENCE

Fifty-six members of the Continental Congress signed the engrossed parchment copy of the Declaration. Most members signed on August 2, 1776. The rest signed on later dates. The signers, in alphabetical order, were:

John Adams (Mass.)
Samuel Adams (Mass.)
Josiah Bartlett (N. H.)
Carter Braxton (Va.)
Charles Carroll (Md.)
Samuel Chase (Md.)
Abraham Clark (N. J.)
George Clymer (Pa.)
William Ellery (R. I.)
William Floyd (N. Y.)
Benjamin Franklin (Pa.)
Elbridge Gerry (Mass.)
Button Gwinnett (Ga.)
Lyman Hall (Ga.)
John Hancock (Mass.)
Benjamin Harrison (Va.)
John Hart (N. J.)
Joseph Hewes (N. C.)
Thomas Heyward, Jr. (S. C.)
William Hooper (N. C.)
Stephen Hopkins (R. I.)
Francis Hopkinson (N. J.)
Samuel Huntington (Conn.)
Thomas Jefferson (Va.)
Francis Lightfoot Lee (Va.)
Richard Henry Lee (Va.)
Francis Lewis (N. Y.)
Philip Livingston (N. Y.)
Thomas Lynch, Jr. (S. C.)
Thomas McKean (Del.)
Arthur Middleton (S. C.)
Lewis Morris (N. Y.)
Robert Morris (Pa.)
John Morton (Pa.)
Thomas Nelson, Jr. (Va.)
William Paca (Md.)
Robert T. Paine (Mass.)
John Penn (N. C.)
George Read (Del.)
Caesar Rodney (Del.)
George Ross (Pa.)
Benjamin Rush (Pa.)
Edward Rutledge (S. C.)
Roger Sherman (Conn.)
James Smith (Pa.)
Richard Stockton (N. J.)
Thomas Stone (Md.)
George Taylor (Pa.)
Matthew Thornton (N. H.)
George Walton (Ga.)
William Whipple (N. H.)
William Williams (Conn.)
James Wilson (Pa.)
John Witherspoon (N. J.)
Oliver Walcott (Conn.)
George Wythe (Va.)

PEOPLE ON POSTAGE STAMPS

ARTISTS

- Gilbert Stuart
- James Whistler
- Augustus Saint-Gaudens
- Daniel Chester French
- Frederick Remington
- Winslow Homer
- Charles Russell
- Benjamin West
- Henry Ossawa Tanner
- John Sloan
- William Harnett
- Grandma Moses
- Mary Cassatt
- Thomas Eakins
- John Singleton Copely

MUSICIANS

- Stephen Foster
- John Philip Sousa
- Victor Herbert
- Edward MacDowell
- Ethelbert Nevin
- Francis Scott Key
- Ignacy Paderewski
- George Gershwin
- W. C. Handy

SCIENTISTS/INVENTORS

- John Ericsson
- John Wesley Powell
- Copernicus
- Eli Whitney
- Samuel Morse
- Cyrus McCormick
- Elias Howe
- Alexander Graham Bell
- John James Audubon
- Luther Burbank
- Jane Adams
- Crawford Long
- Walter Reed
- Thomas Edison
- George Carver
- George Eastman
- Ephraim McDowell
- John Muir
- Mayo Brothers
- Robert Fulton
- Henry Ford
- Frank Lloyd Wright

WRITERS

Washington Irving
James Fennimore Cooper
Ralph Waldo Emerson
Louisa Mae Alcott
Samuel Clemens
Henry Wadsworth Longfellow
John Greenleaf Whittier
James Russell Lowell
Walt Whitman
James Whitcomb Riley
Will Rogers
Edgar Allan Poe
Joel Chandler Harris
Noah Webster
William Allen White
Francis Parkman
Robinson Jeffers
Willa Cather
Paul Laurence Dunbar
Robert Frost
Eugene O'Neill
Henry David Thoreau
Emily Dickinson
Edgar Lee Masters
Sidney Lanier
William Shakespeare
Dante Alighieri

POLITICAL/SOCIAL LEADERS

Joseph Pulitzer
Booker T. Washington
Clara Barton
Samuel Gompers
Alfred E. Smith
George Patton
John Jay
Paul Revere
Thomas Paine
Horace Mann
Daniel Webster
Andrew Carnegie
Lucy Stone
Mahatma Gandhi
Dag Hammarskjold
Ernst Reuter
Adlai Stevenson
Guiseppe Garibaldi
Robert E. Lee
Frederick Douglass
Benjamin Franklin
John Dewey
Ernest Taylor Pyle
Patrick Henry
Simon Bolivar
Winston Churchill
Eleanor Roosevelt
Charles Eliot
Horace Greeley
Sam Houston

THE PRESIDENTS OF THE UNITED STATES

	Political Party	Served	Vice-President
1. George Washington (1732-1799)	Federalist	1789-1797	John Adams
2. John Adams (1735-1826)	Federalist	1797-1801	Thomas Jefferson
3. Thomas Jefferson (1743-1826)	Democratic-Republican	1801-1809	Aaron Burr George Clinton
4. James Madison (1751-1836)	Democratic-Republican	1809-1817	George Clinton Elbridge Gerry
5. James Monroe (1758-1831)	Democratic-Republican	1817-1825	Daniel D. Tompkins
6. John Quincy Adams (1767-1848)	Democratic-Republican	1825-1829	John C. Calhoun
7. Andrew Jackson (1767-1837)	Democrat	1829-1837	John C. Calhoun Martin Van Buren
8. Martin Van Buren (1782-1862)	Democrat	1837-1841	Richard M. Johnson
9. William H. Harrison (1773-1841)	Whig	1841	John Tyler
10. John Tyler (1790-1862)	Whig	1841-1845	
11. James K. Polk (1795-1849)	Democrat	1845-1849	George M. Dallas
12. Zachary Taylor (1784-1850)	Whig	1849-1850	Millard Fillmore
13. Millard Fillmore (1800-1874)	Whig	1850-1853	
14. Franklin Pierce (1804-1869)	Democrat	1853-1857	William R. King
15. James Buchanan (1791-1868)	Democrat	1857-1861	John C. Breckenridge
16. Abraham Lincoln (1809-1865)	Republican	1861-1865	Hannibal Hamlin Andrew Johnson
17. Andrew Johnson (1808-1875)	National Union	1865-1869	
18. Ulysses S. Grant (1822-1885)	Republican	1869-1877	Schuyler Colfax Henry Wilson
19. Rutherford B. Hayes (1822-1893)	Republican	1877-1881	William A. Wheeler

20.	James A. Garfield (1831-1881)	Republican	1881	Chester A. Arthur
21.	Chester A. Arthur (1830-1886)	Republican	1881-1885	
22.	Grover Cleveland (1837-1908)	Democrat	1885-1889	Thomas A. Hendricks
23.	Benjamin Harrison (1833-1901)	Republican	1889-1893	Levi P. Morton
24.	Grover Cleveland (1837-1908)	Democrat	1893-1897	Adlai E. Stevenson
25.	William McKinley (1843-1901)	Republican	1897-1901	Garret A. Hobart Theodore Roosevelt
26.	Theodore Roosevelt (1858-1919)	Republican	1901-1909	Charles W. Fairbanks
27.	William A. Taft (1857-1924)	Republican	1909-1913	James S. Sherman
28.	Woodrow Wilson (1856-1924)	Democrat	1913-1921	Thomas R. Marshall
29.	Warren G. Harding (1865-1923)	Republican	1921-1923	Calvin Coolidge
30.	Calvin Coolidge (1872-1933)	Republican	1923-1929	Charles G. Dawes
31.	Herbert C. Hoover (1874-1964)	Republican	1929-1933	Charles Curtis
32.	Franklin D. Roosevelt (1882-1945)	Democrat	1933-1945	John N. Garner Henry A. Wallace Harry S. Truman
33.	Harry S. Truman (1884-1972)	Democrat	1945-1953	Alben W. Barkley
34.	Dwight D. Eisenhower (1890-1969)	Republican	1953-1961	Richard M. Nixon
35.	John F. Kennedy (1917-1963)	Democrat	1961-1963	Lyndon B. Johnson
36.	Lyndon B. Johnson (1908-1973)	Democrat	1963-1969	Hubert H. Humphrey
37.	Richard M. Nixon (1913-)	Republican	1969-1974	Spiro T. Agnew Gerald R. Ford
38.	Gerald R. Ford (1913-)	Republican	1974-1976	Nelson A. Rockefeller
39.	Jimmy Carter (1924-)	Democrat	1976-1981	Walter F. Mondale
40.	Ronald Reagan (1911-)	Republican	1981-	George Bush

54 PEOPLE WHO BECAME WORDS

1.	Andre-Marie Ampere	ampere
2.	Amelia Jenks Bloomer	bloomers
3.	Dr. Thomas Bowdler	bowdlerize
4.	Jim Bowie	Bowie knife
5.	Capt. Charles C. Boycott	boycott
6.	Louis Braille	braille
7.	George Gordon, Lord Byron	byronic
8.	Julius Caesar	Caesarian
9.	Frances Rene de Chateaubriand	chateaubriand
10.	Nicolas Chauvin	chauvinism
11.	Samuel Colt	Colt revolver
12.	Charles Augustin de Coulomb	coulomb
13.	Henry Derringer, Jr.	derringer
14.	Rudolf Diesel	diesel engine
15.	Draco	draconian
16.	John Scotus Duns	dunce
17.	Epicurus	epicurean
18.	Michael Faraday	farad
19.	Dr. Richard Jordon Gatling	Gatling gun
20.	Elbridge Gerry	gerrymander
21.	Sylvester Graham	graham flour
22.	Dr. Joseph I. Guillotin	guillotine
23.	Joseph Henry	henry
24.	Heinrich Rudolf Hertz	hertz
25.	James Prescott Joule	joule
26.	William Thompson, Lord Kelvin	kelvin
27.	Jules Leotard	leotard
28.	Capt. William Lynch	lynch
29.	Niccolo Machiavelli	machiavellian, Old Nick
30.	Ernst Mach	mach number
31.	General Jean Martinet	martinet
32.	Leopold von Sacher Masoch	masochism

33.	Mary Magdalene	maudlin
34.	Peter and Wilhelm Mauser	Mauser rifle
35.	Samuel A. Maverick	maverick
36.	Sir Hiram Maxim	Maxim gun
37.	Sir Isaac Newton	newton
38.	Jean Nicot	nicotine
39.	Georg Simon Ohm	ohm
40.	Blaise Pascal	pascal
41.	Major Vidkum Quisling	quisling
42.	Marquis de Sade	sadism
43.	John Mantagu, Earl of Sandwich	sandwich
44.	Antoine Joseph Sax	saxophone
45.	Etienne de Silhouette	silhouette
46.	Reverand William Spooner	spoonerism
47.	Nikola Tesla	tesla
48.	Thespis	thespian
49.	Colonel John Taliaferro Thomspon	Thomspon submachine gun
50.	Titian (Tiziano Veccillio)	titian
51.	Allesandro Volta	volt
52.	James Watt	watt
53.	Wilhelm Eduard Weber	weber
54.	Oliver Fisher Winchester	Winchester rifle

Michael Chester's

FREEWAY PLANNING GAME

(OVER)

In each issue of the catalog we intend to include one or more games which can be played directly from the instructions in the catalog. For this edition, we've selected Michael Chester's *Freeway Planning Game*. The game models the central idea of coalition politics with great parsimony. Also, it can be adapted quite easily to fit almost any situation which requires people with different interests and points of view to allocate limited resources.

If you have an educational game or simulation which you would like to submit for inclusion in future catalogs, describe the game in a letter and send to Garry Shirts, P.O. Box 910, Del Mar, California 92014. The game should be appropriate for use in educational settings, able to be presented in less than two printed pages, illustrate good game design and accommodate, preferably, classroom-sized groups. A fee of $300 will be paid for the use of such games.

RULES

Participants are assigned to one of the following groups:

- City Council
- Taxpayers' Association
- University Archeologists
- Residents' Association
- Merchants' Association
- City Engineers

Participants must select a freeway route which goes from any one of the *bottom-most* hexagons to any one of the six *top-most* hexagons.

Participants try to plan their freeway so it will cost the group they are representing the fewest points—like a golf score. They receive a penalty for length—5 points for each hexagon used, *plus* a penalty for going through hexagons with symbols. Each group is penalized differently according to the chart below. (Note: Penalty is for EACH symbol, so a hexagon with 2 hills costs the Engineer 19 points—five for the hexagon and 7 for each hill.)

First, select a route as an individual with an assigned role.

Second, select a route with all others of same role (i.e., all Engineers, all City Council members, etc.). Must be grouped for this task.

Third, as a group made up of one member from each group (i.e., 1 Engineer, 1 Archeologist, 1 City Council member, etc.). Must be regrouped.

At the end, compute the difference score, (i.e., points received when all members of group were Engineers minus points received when group has members representing different roles). Each person and group uses the same scoring system for all sessions. (For example, when there is one person in the group from each role, the Engineer scores 7 points for a hill, the Taxpayers' Association scores 5 points for the same hill and all others score the hill as 1.)

	⌂	▮	▲	🔔	🦴
City Council	5	3	1	1	1
Archeologists	1	1	1	3	5
Taxpayers' Association	1	3	5	1	1
Residents' Association	7	1	1	1	1
Merchants' Association	1	7	1	1	1
City Engineer	1	1	7	1	1

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SIMILE II
P.O. Box 910
Del Mar
California 92014
(714) 755-0272

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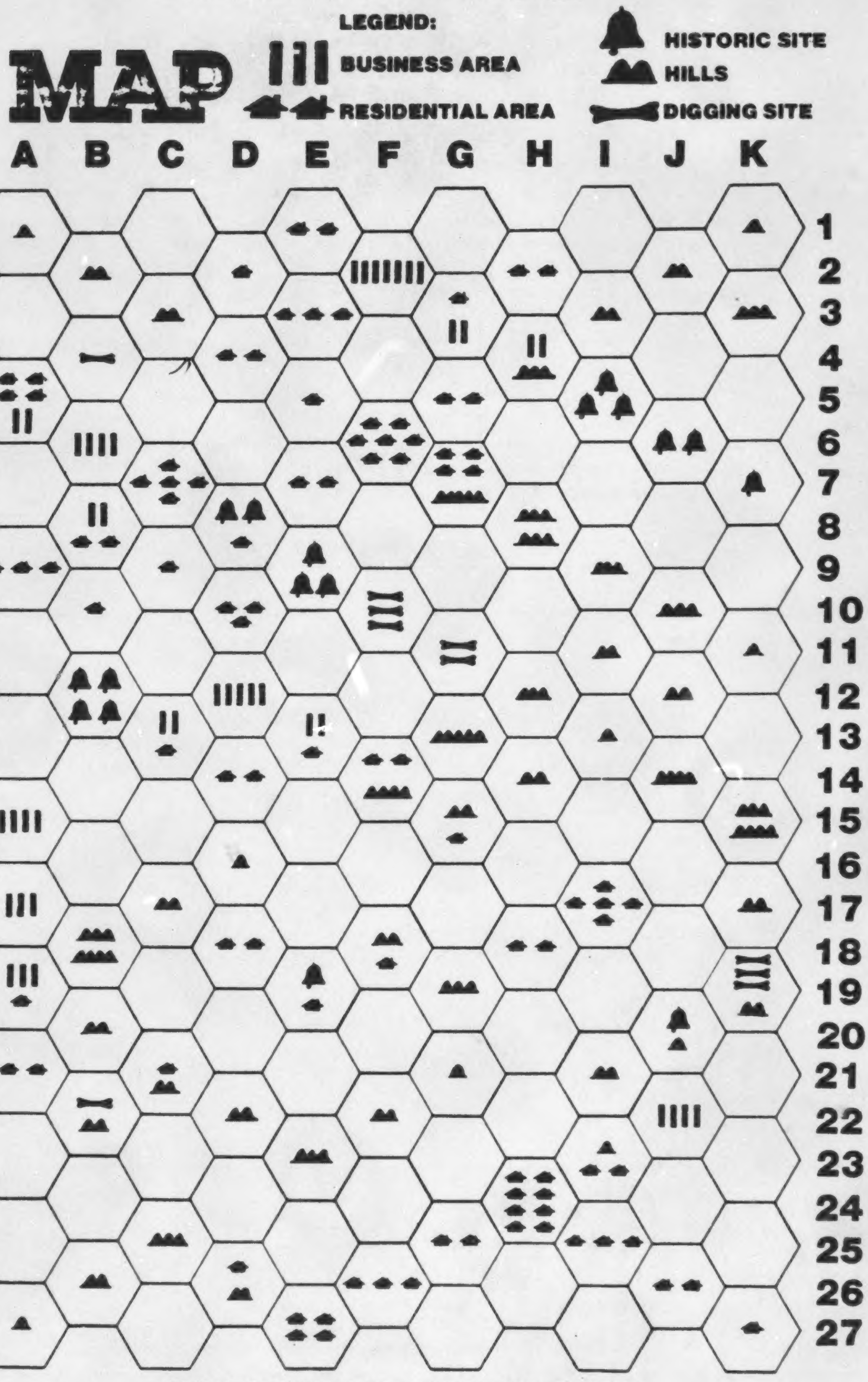
FREEWAY PLANNING GAME


MAP
LEGEND:
BUSINESS AREA
RESIDENTIAL AREA
HISTORIC SITE
HILLS
DIGGING SITE
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THE TAG GAME

The game which inspired THE TAG GAME was developed by
Norine Dresser, George O. Enell and Kay Hardman.

Purposes

This is a delightful game which can be used as a mixer as well as to teach some important concepts. The specific purposes of the game are:

1. To acquaint students with one another and to set a cooperative climate in the classroom.
2. To create a classroom atmosphere in which ethnicity can be discussed openly.
3. To help students appreciate the complexity, diversity and similarities among all persons.
4. To encourage students to look beyond sex roles and ethnic stereotypes.

Examples

Round 1: The pupil wearing a blue triangle tag groups 'himself' with three other persons wearing blue tags of varying shapes and sizes.

Round 2: The pupil wearing the blue triangle groups with other triangles of different colors and sizes.

Round 3: This time the blue triangle groups with others on the basis of the size of badge.

Variation

Pupils divide into two teams and line themselves up according to some principle such as from smallest to largest feet. Each team tries to guess the organizing principle by which the other team is organized.

Materials

Two sets of tags are required.

First Set

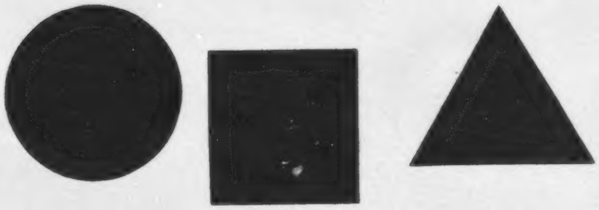
Number: Make one tag for each person.

Materials: Red, white and yellow construction paper.

Size: Make three sizes of tags: small, about the size of a postage stamp; medium, about the size of a name tag; and large, about the size of a 3x5 card.

Shapes: Squares, circles and triangles.

Number of each kind: Make approximately the same number of each type, i.e., large red triangles, small blue circles, etc. No need to get compulsive, approximating is fine.



Second Set

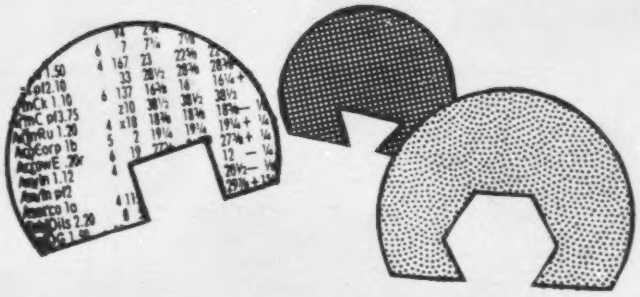
Number: Make one tag for each person.

Materials: The main requirement is variety. Use six or seven different types of material: candy wrappers, covers of magazines, newspapers, wrapping paper will all serve the purpose well.

Size: Vary the size from that of a postage stamp to that of a personal size envelope.

Shapes: Create six or seven different geometric shapes.

Number of each kind: Each tag should be unique. However, variations of each design, each size and each material should be repeated two or three times with different materials and of different sizes. For example:



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P. O. Box 910
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THE TAG GAME

(continued from page 15)

Script for Director of The Tag Game

We're going to play a game. It's one that is fun, but also means something. After we're through playing, I'm going to ask you what it means.

Here are some tags. I want each of you to take one, and also a paper clip. Fasten the tag to your clothing where everyone can see it. You might clip it to your shirt pocket, your collar, sleeve or some other handy place.

Wait while everyone puts on his or her tags.

Now, without talking, walk around. As you pass other students (participants, workship members, or whatever the appropriate title might be) *look at their tags. Begin walking now.*

Have them walk around for a few minutes. Periodically say:

Keep walking, no talking, look at one another's tags.

Once everyone has had a chance to see everyone else's tags, say:

Stop, look around you. Find one or more persons with tags that have something in common with your tag. Join together in a group. Do so without talking.

Once everyone has had a chance to form a group, repeat the process by saying:

OK, walk around again. Look at everyone's tag. No talking.

After they've walked around for a minute or so, say:

Stop, form yourselves into groups. This time, however, pick a different characteristic to group yourselves around. Do this now. Still no talking.

Repeat this process, walking around, forming groups according to some new principle, one more time.

Now you know how to play the game, I'm going to give you some different tags.

Hand out one of the second set of tags to each person. Repeat the process as above three or four times, that is, walk, group according to some principle, walk some more, regroup according to a different principle, etc.

Discussion:

The point of the discussion should be to help the students realize that people are more like the second set of tags than the first.

The first set of tags varies across a limited number of colors, shapes and sizes. Some people think of other people in the same limited terms: he's white, she's old, she's a girl, etc. But there is much more to people than the color of their skin, their age or gender. Like the second set of tags, people vary in innumerable ways. Not only physically but also by their attitudes, values and experiences. Because there is so much variety, it means two people who appear to be completely different on the surface are very likely to find many similarities of interest, experience and goals. And finding similarities is one of the easiest ways for people to be understanding and to like one another.

A few questions to ask during the discussion:

1. What qualities of the tag did you use to group yourselves the very first round with the red, white and yellow tags? The 2nd round? The 3rd round? How many rounds do you think you would have been able to continue? Not many? Why not? Right, because the tags didn't vary too much, did they?

2. Follow the same line of reasoning with the second set of tags to point out that, with a little imagination, it would be possible to group in innumerable ways because there was so much variety to the tags.

3. Suppose you played the game without tags and I said, "O.K. students, group yourselves according to something you have in common with someone else in the group. Use yourself as a tag. Would you be able to get yourselves into groups? If so, what are some of the things you might find that you have in common? Let's list them on the chalkboard." Make the list very long including hobbies, interests, etc.

Summary Statement

People are more like the second set of tags than the first. That means that two people who look very different on the outside will be very likely to find many things that they have in common. All they have to do is to be willing to talk and explore. If we do find things in common, we are more likely to become friends.

Stage II of The Tag Game

- Have the students divide into two teams.
- Have one team go outside the room. Both teams then arrange themselves in a line from the most to least of some characteristics. For example, they might arrange themselves from the least yellow in their tags to the most yellow.
- The two teams then line up facing each other and try to guess the organizing principle of the other.
- After doing it once or twice with the tags, they are ignored and the participants use themselves as tags. For example, they might arrange themselves from the person with the largest feet to the smallest feet.

Discussion

- It is hoped that the act of using their bodies as tags will enable participants to feel freer to talk openly about ethnicity and racial characteristics.
- By lining up using a single characteristic, students should be encouraged to realize that differences are often a matter of degree and not a "black and white" situation.

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Cambridge, MA 02138

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Constitutional Rights Foundation
6310 San Vicente Boulevard
Los Angeles, CA 90048
$4.00 Annually

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New York, NY 10017
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1901 N. Walnut
Oklahoma City, OK 73125

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425 North Michigan Avenue
Chicago, IL 60611

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Box 299
Carthage, IL 62321

Houghton-Mifflin
6626 Oakbrook Boulevard
Dallas, TX 75235

Immigration & Naturalization Service
200 N. W. 4th
Oklahoma City, OK 73102

Incentive Publications
Box 12522
Nashville, TN 37212

Interact
Learning through Involvement
P. O. Box 997 G
Lakeside, CA 92040

Elementary, middle, Junior & Senior High School
Simulation, Re-creations, Individual learning projects.

The Law for Public School Use Project
The University of Oklahoma
Dr. Ira Eyster
555 Constitution
Norman, OK 73071

The League of Women Voters
1730 "M" Street, N. W.
Washington, DC

Learning Resources, Inc.
Eugene Baker, Ph. D.
Chicago, IL

The Learning Works
P. O. Box 6187
Santa Barbara, CA 93111

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866 Third Avenue
New York, NY 10022

McGraw-Hill Book Company
330 West 42nd Street
New York, NY

National Geographic Educational Services
Washington, DC 20036

Oklahoma Bar Association
Citizenship Education Committee
P. O. Box 53056
Oklahoma City, OK 73105

(405) 524-2365
Prepared: *Oklahomans and the Law: A Resource Book for Teachers*

Oklahoma Department of Tourism and Recreation
215 N. E. 28th
Oklahoma City, OK 73105

Source for: colored state seals; classroom materials.
Will send enough for whole class.

Oklahoma State Election Board
P. O. Box 53156
Oklahoma City, OK 73152

(405) 521-2391
Source for: Current lists of State Senate and House of Representatives.

Oklahoma State University
4-H and Youth Development Programs
Division of Agriculture
Stillwater, OK 74074

Smithsonian Institution
Washington, DC 20560

S.V.E.
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Source: Uncle Sam's Bookstore. Write for an up-to-date list of publications; facsimile of the Declaration of Independence on parchment, etc.

Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, CA 91521

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50 W. Kellogg Boulevard
P. O. Box 3526
St. Pual, MN 55165

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Popular, entertaining articles about people and events that have influenced and inspired Americans.

AUDIO-VISUAL

Available from:

State Department of Education
2500 North Lincoln
Oklahoma City, OK 73105

16mm films

CHANGING THE LAW

Color — Length: 23 minutes
Level: Intermediate, High School, and Adult

Illustrates that two major antithetical forces are being applied in attempts to change law. One is outside the law, one is responsive to the law.

DECISIONS, DECISIONS

Color — Length: 14 minutes
Level: Middle and Junior High School

Helps students apply the decision-making process by selecting and explaining a number of hypothetical options; helps students discover factors that influence decisions and possible present and future consequences of given decisions.

I'M JUST A BILL

Color — Length: 3 minutes
Level: Primary and Intermediate

Follows an animated bill as it winds its way to Washington where it struggles through the House and Senate.

OUR LIVING BILL OF RIGHTS

Color — Length: 20 minutes
Series of Films:

1) "The Bill of Rights in Action: The Story of A Trial."
   22 minutes — Level: I-C-A
2) "The Bill of Rights of the U. S. A."
   20 minutes — Level: J-H
3) "Changing the Law."
   23 minutes — Level: I-C-A
4) "Freedom to Speak: The People of New York vs. Irving Feiner."
   24 minutes — Level: H-C-A
5) "Free Press vs. Fair Trial by Jury: The Sheppard Case."
   27 minutes — Level: J-H
6) "I'm Just A Bill."
   3 minutes — Livel: Pri.-I
7) "Justice Under the Law: The Gideon Case."
   23 minutes — Level: J-C
8) "Presumption of Innocence."
   39 minutes — Level: J-C-A
9) "The Schempp Case: Bible Reading in the Public Schools."
   35 minutes — Level: J-C

WHY WE HAVE LAWS

Color Length: 10 minutes
Level: Kindergarten - Intermediate

Animated story introducing the basic concepts of laws. Concludes that no one can live peacefully without rules and that if people help make their own laws, they will usually make fair ones.

YOU AND THE LAW

Color Length: 17 minutes
Level: High School - College - Adult

Creates an understanding of the rights and duties of citizens and police officers. Discusses the probable cause, search and seizure, warrants, arrest procedures and juvenile and adult court procedures.

YOU BE THE JUDGE

Color Length: 13 minutes
Level: Junior High - High School

Viewer sees three typical cases affecting juveniles . . . the entire process of arrest, dentention and booking. Final decisions are shown after a class discussion.

THE YOUNG VOTE: POWER POLITICS & PARTICIPATION

Color Length: 14 minutes

Poses questions about attitudes, values, and issues related to voting and the democratic process. Examines apathetic, idealistic, and partisan attitudes toward the democratic system. Encourages the young citizen to examine feelings about voting.

Filmstrips

BELONGING TO A GROUP

Color Length: 20 minutes
Level: Intermediate - Junior High

Vignettes portray family and peer group interactions, rewards for group sharing, helping, creative cooperation, problems of group pressure, rejection. Built-in discussion breakes target discussion relating to group interaction and the role of each character.

BLACK LEADERS OF THE TWENTIETH CENTURY AMERICA

Level: Elementary - Junior High

Series of ten (10) filmstrips on five (5) cassettes with teaching guide.
BFA Education Media

1) "Charles Drew"	6) "A. Philip Randolph"
2) "Mary McLeod Bethune"	7) "Percy Julian"
3) "Langston Hughes	8) "Edward Brooke"
4) "Martin Luther King, Jr.	9) "Lorraine Hansberry
5) "Malcolm X"	10) "Carl Stokes

CITIZENSHIP ADVENTURES OF THE LOLLIPOP DRAGON

Color/sound
Level: Kindergarten - 4th

Series of six (6) filmstrips with teachers' guide.

1) "Freedom of Choice"	4) "The Majority Rules"
2) "Choosing A Leader"	5) "Changing Rules"
3) "Rules Are Important"	6) "Civic Responsibility"

Emphasis is on decision making, particularly on the realization that all actions have consequences. Viewer participation is encouraged with a mid-story stop frame which asks youngsters to help the characters decide what to do. Themes are serious, but the approach is light hearted.

CONCEPTS IN AMERICAN GOVERNMENT

This series shows how our form of government was created, explains the purposes and procedures of our representative government, outlines the system of checks and balances in government, and portrays the constitution and the Bill of Rights as living documents.

FAMOUS WOMEN OF AMERICA

Color/sound
Series includes three (3) volumes:

1) "Margaret Mead, Pearl S. Buck"
2) "Elizabeth Blackwell, Eleanor Roosevelt"
3) "Jane Addams, Mary Churchill Terrell"

Presents the lives of women who have made significant contributions to American society. Emphasizes an important human aspect of each woman profiled.

648

FIRST THINGS: VALUES - WHAT DO YOU DO ABOUT RULES?

Color Level: Elementary - Intermediate

Students judge cases presented by examining functions of rules and laws, criteria for punishment. From the First Things: Social Studies/Guidance Series.

FIVE BLACK AMERICANS AND THEIR FIGHT TO FREEDOM

Each filmstrip is a biography of one significant but sometimes unfamiliar leader like George Downing or of a well-known figure like Malcolm X. Students witness the development of each individual toward his or her method of combating racism. Students discover how they are affected by the experiences in their lives and by the environment and times in which they lived.

FOUNDATION OF JUSTICE

The goal of this program is to encourage the student to overcome the temptation to alienate him/herself from the legal system by providing the critical thinking skills necessary to effectively participate in it.

FREEDOM: WHAT IT'S ALL ABOUT

Color/sound Length: 7 minutes
Level: Intermediate - Middle - Junior High

Series of four (4) filmstrips.

1) "Why We Have Rules and Laws"
2) "Who Makes Them"
3) "Who Carries Them Out"
4) "How Individuals in a Democratic Society Participate in this Process"

The content of these four filmstrips is designed to help students on the upper elementary level conceptualize freedom in the social sense.

GUESS WHO'S IN A GROUP

Color Length: 18 minutes

The fundamental objective of the series is to help each child grow in understanding of him/herself and other persons as individuals and as members of groups within society.

IN SEARCH OF JUSTICE

This program combines a case study method with an inquiry method to offer an approach which requires the student to think critically about realistic legal controversies. The goal of this program is to give the student vital information about the legal system and help him/her develop the critical thinking skills necessary to effectively participate in it.

JUSTICE AND THE LAW

This series of six filmstrips on Justice and the Law will involve the student in an appreciation of what the renowned English historian, Sir Kenneth Clark, has called man's greatest achievement. The student need not be trained in the law to understand the Supreme Court cases and the related problems presented in each filmstrip.

LAW AND JUSTICE IN THE UNITED STATES

New York Times Teaching Resources Film
Color/sound Length: 10 minutes
Level: Primary - Intermediate

Series of six (6) filmstrips:
1) "Basis of Liberty"
2) "Challenge of the Future"
3) "Enforcing the Law"
4) "Law and the Courts"
5) "Responsibilities of Freedom"
6) "What are Laws?"

Explores the American ideals of Liberty and Justice, tracing the origin of laws and their roots as seen in animal life and the tribal customs of primitive people. Examines court and trial procedure, individual responsibility, liberty and justice.

LITTLE CITIZENS SERIES

Color Length: 15 minutes each
Level: Primary - Kingergarten - 3rd

Series of six (6) filmstrips on three (3) cassettes with teaching guides. Available through Society for Visual Education, Inc., 1975.

SESAME STREET SKILLS FOR GROWING (Series)

Four (4) color/sound filmstrips

"Learning About Others." Illustrates the nature of social interaction. Helps children discover ways to enter social groups and participate constructively.

AUDIO-VISUAL

Filmstrips

ALMOST AN AMERICAN

"In an effort to expand upon the educational value of postage stamps . . ." This packet includes one (1) color filmstrip, six (6) learning activity cards, two (2) duplicating masters, and one (1) color poster. Available from:

United States Postal Service

AMERICAN HISTORICAL DOCUMENTS

Includes copies and cassettes of:
1) "The Declaration of Independence"
2) "The Preamble to the Constitution"
3) "The Gettysburg Address"

Available from:

Superintendent of Documents

CORNERSTONES OF FREEDOM

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Editor: Dr. Jeremiah McGuire 1973

Available from:

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DECLARATION OF INDEPENDENCE

Length: 17 minutes Level: 5th - 12th 1979

An introduction to Thomas Jefferson's powerful document renouncing American allegiance to Great Britain. Illustrations of the main points of the Declaration of Independence, the classic expression of American Democracy as well as grievances that led to revolution. The drafting and adoption of the Declaration. Available from:

National Geographic Educational Services

DOCUMENTS OF DEMOCRACY

Color/sound Length: 14 minutes each

Series of four (4) filmstrips.
1) "Declaration of Independence"
2) "The Constitution"
3) "The Bill of Rights"
4) "The Emancipation Proclamation"

Woodcuts, engravings, lithographs, and photographs are used. Available from:

Society for Visual Education, Inc.

FAMOUS WOMEN OF AMERICA

Two groups of color filmstrips with six filmstrips per group.

Candid accounts of outstanding women of varied professions and ethnic backgrounds investigate the personal and professional struggles that made them unique. Available from:

Society for Visual Education, Inc.

FREEDOM: WHAT IT'S ALL ABOUT

Four (4) filmstrips

Realistic situations help students understand the nature and meaning of freedom. Direct and candid investigations promote an appreciation of the privileges and responsibilities that are part of being a United States citizen. Available from:

Society for Visual Education, Inc.

NOTABLE WOMEN OF THE UNITED STATES

Two (2) color/sound filmstrips Length: 16 minutes each

Social reformers, scientists, artists, politicans, athletes, and other outstanding women contribute to the development of their nation. Available from:

National Geographic Educational Services

PRESIDENTS OF THE UNITED STATES

Length: 16 - 17 minutes Level: 5th - 12th

A series on major American Presidents: their personalities, early lives, families, careers. Important events and conflicts during their administrations. Decisions and contributions of those who have held the nation's highest office. Parts I-IV, 1979. Parts V-VIII, 1980. Available from:

National Geographic Educational Services

OUR LIVING CONSTITUTION

Length: 16 - 17 minutes each Level: 5th - 12th
Two (2) color/sound filmstrips 1978

Contemporary applications of the Constitution. Historical background and current issues. Branches of government . . . protection of the rights of citizens. Abolition . . . suffrage . . . the proposed Equal Rights Amendment. The role of the Supreme Court. Available from:

National Geographic Educational Services

OUR POLITICAL SYSTEM

Length: 14 - 17 minutes each Level: 5th - 12th
Two (2) color/sound filmstrips 1981

Discover important aspects of politics in the United States. Encounter party leaders, workers, and political rivals. Available from:

National Geographic Educational Services

THE SHOT HEARD ROUND THE WORLD

Color/sound 58 frames/16mm

Available from:

Encyclopedia Britannica Educational Corp.

SYMBOLS OF DEMOCRACY

Color/sound

Series of four (4) filmstrips:
1) "Our Flag"
2) "The National Anthem"
3) "Statue of Liberty"
4) "Pledge of Allegiance

Woodcuts, engravings, and photographs made during the periods covered show the original designs and changes in our flag, tell about the writing and adoption of our national anthem, describes how the French people gave us the Statue of Liberty. Available from:

Society for Visual Education, Inc.

THE UNITED STATES FLAG

Length: 11 minutes Level: Intermediate
Two (2) color filmstrips on 1 cassette with teaching guides.
Published in 1965:
1) "History of Our Flag"
2) "Use and Display of Our Flag"

Available from:

Society for Visual Education, Inc.

WASHINGTON, D. C.

Two color/sound filmstrips Length: 14 minutes each

Visit government buildings, monuments, and museums. Study the history of our nation's capital and its magnificent buildings. Available from:

National Geographic Educational Services

WINNIE THE POOH AND THE RIGHT THING TO DO

Six (6) color filmstrips on six (6) cassettes with teaching guide.
Level: Kindergarten - 3rd Price: $139.00

1) "In Which Pooh Learns Not to Endanger Others"
2) "In Which Piglet Learns Not to Keep Lost Property"
3) "In Which Tigger Learns Not to Cheat"
4) "In Which Rabbit Learns Not to Steal"
5) "In Which Tigger Learns Not to Lie"
6) "In Which Roo Learns Not to Destroy Property"

Available from:

Walt Disney Educational Media Company

WINNIE THE POOH ON THE WAY TO SCHOOL

Six (6) color filmstrips on six (6) records or cassettes with six (6) spirit masters and teaching guide.
Level: Kindergarten - 4th

1) "Pooh Rides the Bus"
2) "Tigger Becomes A Pedestrian"
3) "Rabbit Has a Bicycle Ride"
4) "Eeyore Takes A Walk"
5) "Tigger Finds an Almost-Built House"
6) "Pooh Meets A Stranger"

Available from:

Walt Disney Educational Media Company

Slide Sets

POSTAL RARITIES

From the National Postage Stamp Collection of the National Museum of History and Technology.

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PORTRAITS OF THE U. S. PRESIDENTS

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Simpolis (from 23 to 50 players) -- This game brings to life a city modeled loosely after Manhattan, each student taking on the role of either a prominent personality or a neighborhood with defined ethnic, socioeconomic status, and voting strength characteristics. The game ends in a mayoralty election. Throughout students try to solve urban problems from their specific roles. The teacher can update and change the situation by announcing a crisis, using a list of bulletins included with the game. ($39.00)

Other materials are available, many with a specific historical period as base, from the following address:

ABT Associates, Inc.
4 Concord Lane
Cambridge, MA 02138

Almost 100 simulations are included, suited easily to any grade level and any subject. Descriptions are quite clear and prices are reasonable. Kits usually require some duplication of materials, but all forms are included. Also of interest are the ILP (Individual Learning Packet) materials for independent study. These are available from:

Interact
P. O. Box 997 G
Lakeside, CA 92040

Simile II -- The catalogue itself includes at least one game and instructions on how to use simulations in your classroom. Although there are many games, the price is much higher than many of the other games. These games come complete with posters, boxes, playing pieces, information cards, everything. Available from:

Simile II
Box 910
Del Mar, CA 92014

Specific games of interest:

Council -- (Grades 5 to 8, average to above average; 9 to 12, below average; 15 to 35 players) Students role play mayor, city council members, city planners, and identities of local citizens. Students must make decisions on 20 different ordinances. Council members must stand for re-election at the end of the simulation. ($30.00)

Pressure -- (Grades 8 to 12, average to above average; 20 to 25 players) Students become citizens in a community beset by many problems, ranging from zoning proposals to school plant modernization. Roles range from School board members to members of special lobbying groups. ($16.00)

Votes -- (Grades 7 to 12, average to above average; 20 to 35 players) This simulation covers the full range of organizing and running a political campaign, from organizing parties and selecting a candidate to final voting. The game even builds in electoral college and popular vote methods. ($16.00)

Constitution -- (Grades 7 to 9, above average; 10 to 12, average to above average; 24 to 35 players) This simulation is of a convention called to revise the Constitution. Students role-play representatives of specific states but must also be members of specific political factions. Several possible amendments are considered. ($16.00)

Starpower -- (Grades 7 and up; 18 to 35 players) Perhaps the most famous of all game simulations, this game teaches about use and abuse of power. It also teaches about the legitimacy of rules and how unfair rules may be overthrown. ($30.00)

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